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ABSTRACT

This monograph is a description of a training course for human services personnel which covers a major function of comprehensive manpower development programs. It surveys several key issues in providing human services to the public: the legal, historical and social forces underlying human services; management concepts for program administration and evaluation; organizational factors in delivering services and community-agency interaction. The course sensitizes students to these topics and provides experience through simulations, in solving problems or organizing, delivering and researching human services. (Author)

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HUMAN SERVICES DELIVERY AND EVALUATION — HRD 402
A Higher Education Course Monograph

No. 2 in a Series

Produced by:
Manpower Development Higher Education System (MDHES)
Oakland University, Rochester, Michigan

Prepared Under:
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Manpower Administration
U.S. Department of Labor

June 1975

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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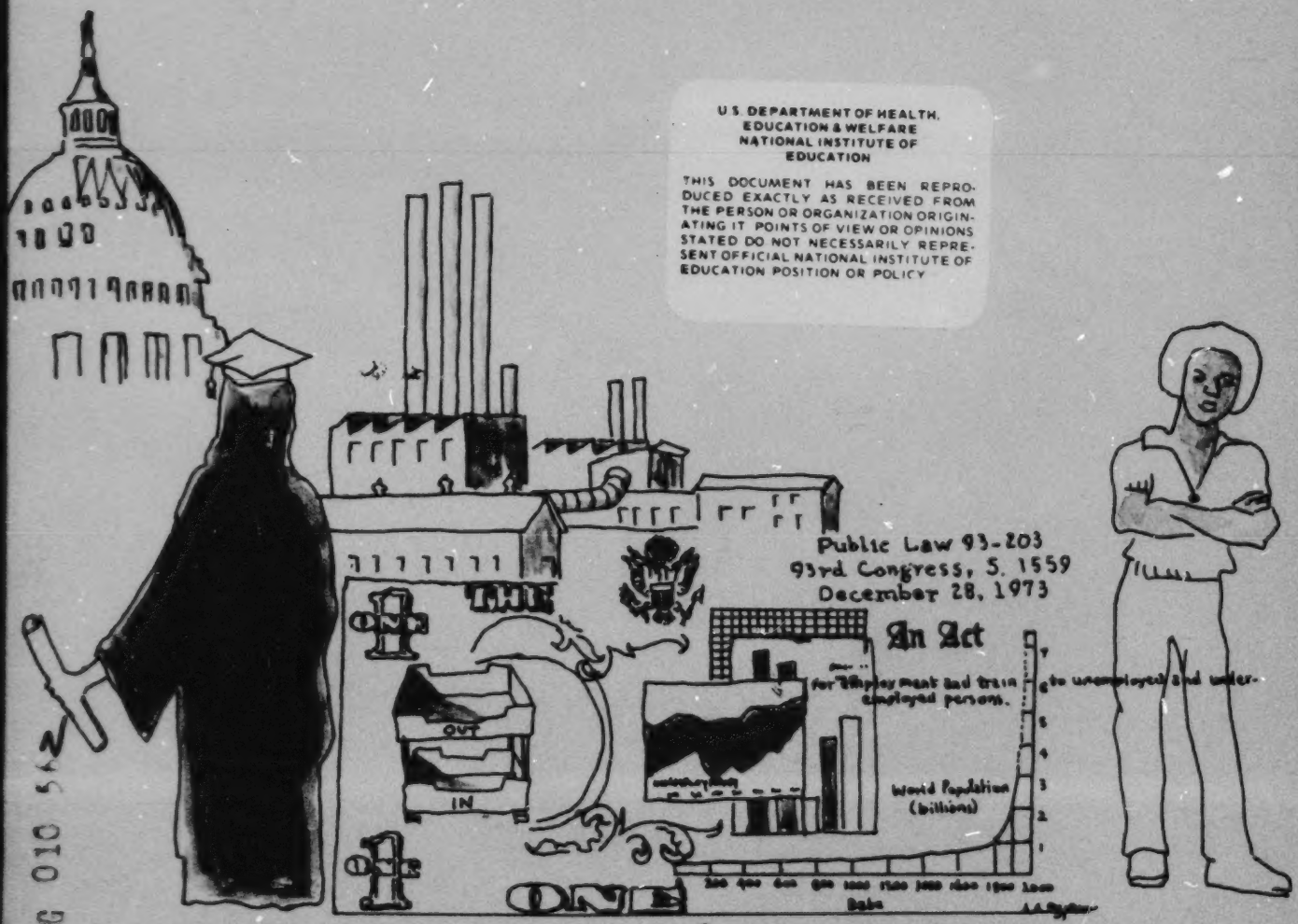

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Human Services Delivery and Evaluation - HRD 402

A Course Monograph

Developed by
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PUBLISHED BY:

Manpower Development Higher Education System
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William F. Moorhouse

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16. Abstracts

A description of a training course for human services personnel which covers a major function of comprehensive manpower development programs. Human Services Delivery and Evaluation surveys several key issues in providing human services to the public: the legal, historical and social forces underlying human services; management concepts for program administration and evaluation; organizational factors in delivering services and community-agency interaction. The course sensitizes students to these topics and provides experience through simulations, in solving problems of organizing, delivering and researching human services.

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PREFACE

This monograph is one of a series describing courses developed for a curriculum in higher education which prepares personnel for employment in local, state and regional levels of Manpower Administration programs. This course, HRD 402 - Human Services Delivery and Evaluation is a basic core course in the bachelor of science degree in human resources development with a concentration in manpower development at Oakland University.

Faculty members at other colleges or training directors for governmental units will find this monograph useful in establishing educational programs for current or future manpower program employees. This course is divided into modules, each covering a few hours of instruction which may serve as the basis for short-term training sessions.

This course has been developed by David P. Meyer, a faculty member with extensive experience in the design, management and evaluation of manpower programs.

The last page in this monograph is an evaluation form. We request that you return it after you have had time to examine the monograph and its possible uses to you. Your feedback will be of great assistance to us in preparing future monographs. Thank you.

A description of the B.S. in HRD program and similar monographs of other courses which have been designed especially for manpower work are being prepared. For more information write or call:

Wm. F. Moorhouse, Director
Manpower Development Higher Education System
Oakland University
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1.0 INTRODUCTION

1.1 Description of Curriculum: Concentration in Manpower Development

The Concentration in Manpower Development is a major component of the bachelor of science degree in human resources development offered by the Human Resources Development Area of the School of Education at Oakland University (see Fig. 1). The main goal is to provide a program which will help students to acquire the knowledge, skills and attitudes necessary to function effectively in entry-level positions in manpower programs at the local, county, state and regional levels.

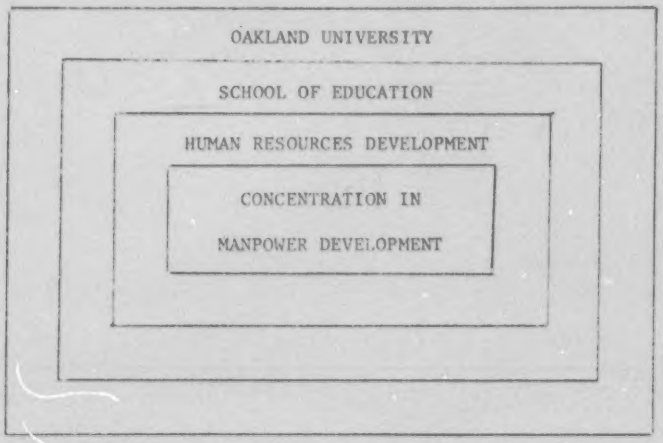


Figure 1: Location of Manpower Concentration

The B.S. in human resources development is a 124 semester credit degree of which 64 credits are devoted to general education in academic skills and to appropriate electives. General education includes: communication and writing skills, symbolic systems (such as mathematics, computer programing or modern language), three or more foundation courses in the social sciences (such as economics, political science, sociology and psychology) and one or more courses in natural science, history and studies of other areas of the world or arts.

The remaining 60 semester hours of credit comprise the professional concentration in manpower development. There are three major components within this concentration: cognate courses, basic core courses which include an internship in a manpower program setting and a selection of courses in various specialties of manpower work. Each component emphasizes a different area of professional preparation and provides flexibility which allows students to draw upon a wide range of course work. Figure 2 illustrates the parts of the degree program followed by a brief description of each of the three components of the concentration in manpower development.

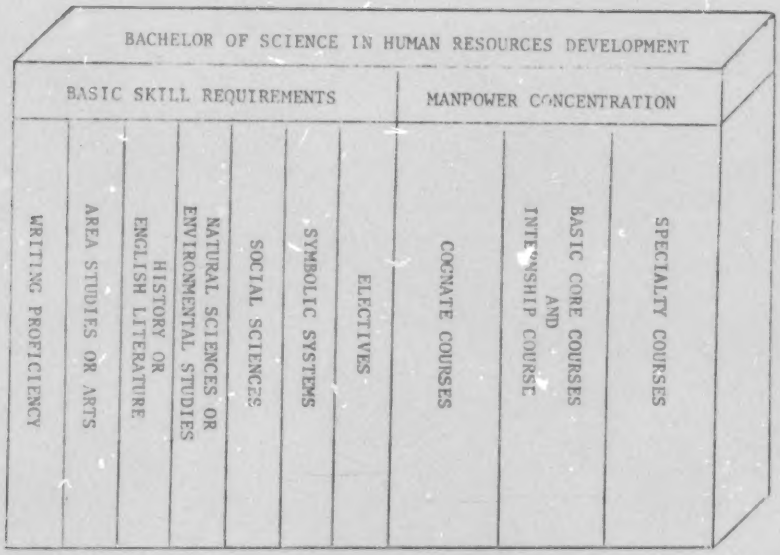


Figure 2: HRD Course Distribution

1.11 The Cognate Course Area

Within the 60-credit concentration in manpower development each student is required to take a minimum of 24 credits chosen from a wide selection of upper division courses which are regularly offered within the university in the subject areas of: economics, management, political science, psychology, sociology/anthropology or speech communication. Students must have previously taken prerequisite courses under the basic skills requirement or as electives.

Courses chosen for the cognate area must include the following:

a. A course which includes methods of research and/or statistics
b. A course which deals with social change
c. An advanced course in psychology
d. An advanced course in sociology
e. A selection of other courses approved for the cognate area to make a minimum total of 24 semester hours credit in the fields such as: computer science, economics, management and political science.

1.12 Basic Core, Internship and Specialty Courses

As a part of the concentration in manpower development, each student is required to take a minimum of 24 to 28 semester hours credit from a selection of applied courses offered under the labels HI (Human Interaction) and HRD (Human Resources Development) plus an "Internship in Human Resources Development, 8 to 12 credits, for a total of 60 semester hours credit including the 24 credits in the cognate area.

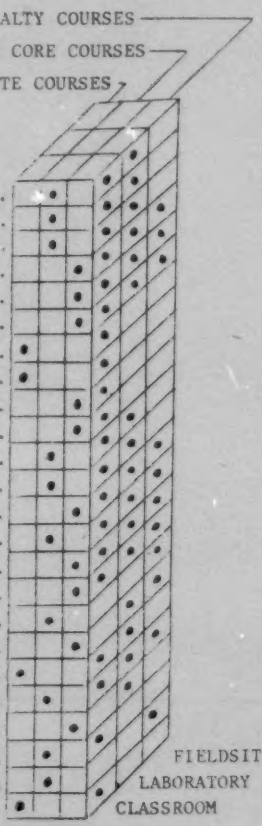
The HI and HRD courses are those offered by the Human Resources Development Area faculty. They are interdisciplinary in nature and have been designed cooperatively with advice from community agency and governmental personnel.

1.2 Positioning of Course Within Curriculum

The following is a list of the courses which were developed for the human resources development curriculum. They are the courses which have been added, to date, at the undergraduate level, to offerings already available within Oakland University which are relevant for the preparation of personnel for work in human resources development programs. They are classified as to the part of the manpower development concentration where they may be applied, such as cognate, core, or specialty courses. Also, the various sites where instruction takes place are indicated such as: classroom, laboratory (simulation) or field site.

* HRD 402 Human Service Delivery and Evaluation is a basic core course within the HRD curriculum and utilizes classroom, lab and fieldsite strategies.

NEW COURSES DEVELOPED FOR THE HUMAN RESOURCES DEVELOPMENT CURRICULUM **



HI	261	FUNDAMENTALS OF HUMAN INTERACTION
HI	361	TECHNIQUES OF THE HELPING INTERVIEW
HI	363	DYNAMICS OF HUMAN RELATIONSHIPS
HI	461	INTRODUCTION TO COUNSELING
HI	463	GROUP PROCEDURES IN HELPING RELATIONSHIPS
HI	464	TECHNIQUES OF CONSULTATION
HRD	301	THE NATURE OF MAN
HRD	302	ETHICAL STUDIES OF PERSONAL CRISIS
HRD	331	INTRODUCTION TO COMMUNITY MENTAL HEALTH
HRD	335	PROBLEMS OF DRUG ABUSE & ALCOHOLISM
HRD	362	ASSESSMENT OF YOUTH & ADULTS
HRD	364	CAREER DEVELOPMENT & COMMUNITY RESOURCES
HRD	365	STUDENT RESOURCES DEVELOPMENT
HRD	366	TECHNIQUES OF HUMAN RESOURCES DEVELOPMENT
HRD	367	EMPLOYABILITY DEVELOPMENT PROCEDURES
HRD	368	JOB DEVELOPMENT & TRAINING
HRD	369	FIELD WORK IN HUMAN RESOURCES DEVELOPMENT
HRD	390	SPECIAL PROBLEMS IN HUMAN RESOURCES DEVELOPMENT
HRD	401	ORGANIZATIONAL ANALYSIS & CHANGE PROCESS
* HRD	402	HUMAN SERVICE DELIVERY AND EVALUATION
HRD	467	WORKSHOP IN HUMAN RESOURCES DEVELOPMENT
HRD	469	SEMINAR IN HUMAN RESOURCES DEVELOPMENT
HRD	490	INTERNSHIP IN HUMAN RESOURCES DEVELOPMENT
MGT	334	HUMAN DEVELOPMENT IN ORGANIZATIONS

** NOTE: IN ADDITION, THERE ARE NUMEROUS OTHER APPROPRIATE COURSES OFFERED REGULARLY WITHIN THE UNIVERSITY IN ECONOMICS, EDUCATION, MANAGEMENT, MATHEMATICS, POLITICAL SCIENCE, PSYCHOLOGY, RESEARCH AND COMPUTER SCIENCE, SOCIOLOGY/ANTHROPOLOGY, STATISTICS AND OTHER ELECTIVES WHICH MAY BE APPLIED TOWARD THE BACHELOR OF SCIENCE IN HUMAN RESOURCES DEVELOPMENT.

1.3 Statement of Course Purpose

The course Human Services Delivery and Evaluation is designed to offer students information and experience in the processes and problems of offering a variety of human services, but in particular, manpower services.

2.0 COURSE DEVELOPMENT PROCESS

2.1 Description of Course Development

In the winter semester of 1974 a graduate course was offered entitled ED 564 Delivery of Human Services for students enrolled in the youth and adult guidance and counseling program at Oakland University. That semester, three instructors each taught a portion of the course. The focus of this course was upon the needs of counselors in schools and agency settings. It was offered again in the fall semester of 1974 with the author as instructor, with assistance from the instructors of the previous semester. It is largely from those experiences that the undergraduate course HRD 402 Human Services Delivery and Evaluation is being designed. The focus is similar, except that manpower related settings are emphasized, and the student population is specified as managerial/supervisory as well as at the level of service delivery.

The Course Development Model (Appendix A.1) was used for preparing course and monograph materials. The model includes:

a) Developing a rationale
b) Conceptualizing the course
c) Designing the course structure
d) Developing instructional modules.

The final three steps:

a) Instructing the students,
b) Evaluating the performance and
c) Modifying the course structure,

have not been taken at this time, except insofar as the graduate course ED 564, mentioned above, which has been taught and evaluated, was used as initial imput for developing the undergraduate course, HRD 402 Human Service Delivery and Evaluation.

It is worth noting that the difference in course titles -- the undergraduate course adding "and Evaluation" represents an important conceptual modification as a result of current emphasis within the Department of Labor's Manpower Administration, and in the general field of human services, upon accountability. Thus a major segment of the course concentrates upon program research and assessment of performance.

2.2 Description of Module Development

Modules are organized around six course objectives. For each model a specific developmental process is followed which includes:

a) Stating the rationale
b) Formulating instructional objectives
c) Specifying instructional content

d) Designing the instructional plan
e) Developing an assessment system

(Appendix A.2 details the process)

Each module subsumes a number of competencies and requires one or more class periods. Though modules are interrelated by virtue of their relationship to overall course objectives, they may stand relatively alone, as self contained instructional units.

The course format is outlined graphically below.

Module	Class Periods	Competencies
1. "Case histories"	3	1 - 11
2. "Systems"	2	12 - 19
3. "Management"	2	20 - 28
4. "Evaluation"	2	29 - 38
5. "Bureaucracy"	2	39 - 45
6. "Service delivery"	2	46 - 51
Review and evaluation	1	-

3.0 MODEL OF COURSE STRUCTURE

3.1 Course Goals and Objectives

3.11 Rationale and Course Goals

The course HRD 402 Human Services Delivery and Evaluation, is a new one offered for four semester hours of undergraduate credit or as ED 564 for graduate credit. It was designed to meet the needs of both practicing professionals and inexperienced aspirants to careers in the human services field, with emphasis upon manpower related settings.

Whether a human resources development professional is occupied in managing programs or serving the public directly in a human services setting, the task presents a number of problems and challenges which are peculiar to the field. Designing and implementing programs of service to a clientele whose resources and needs vary widely, and are frequently a matter of dispute among experts is a task requiring extreme care and wisdom. Operating such a program through specialists whose methods are vague and sometimes idiosyncratic is a challenge for the most creative manager. To compound the problem, the natural alarm system which typically alerts managers in business settings to malfunction -- profits -- is missing. As a result, it is possible for a human service enterprise to fail for years without anyone noticing it. It is even possible for such a failure, with ill-defined goals and objectives and a poor information system, to appear a success.

Professionals serving clients in these settings find that the bureaucracy in which they function makes a powerful impact upon their ability to perform at a truly professional level. They often report that the ideals and techniques perfected with such effort and care in the university clash with accepted policy and procedures, or are unworkable in the face of workload pressures. And everyone, manager, professional or paraprofessional must operate within the realities of legal, budgetary and ethical constraints.

In this context, the course Human Services Delivery and Evaluation is designed to give students a chance to test reality in advance, to understand a number of principles from several disciplines which have application to human services settings and to think critically about the objectives and methods of serving the public in such settings.

3.12 Course Objectives

A number of objectives were derived from these general course goals which relate more specifically to the topics to be covered. These objectives are:

a) knowledge of the legal, historical and organizational characteristics of human service agencies in three areas: manpower, mental health and welfare,

b) an understanding of general systems theory, and its application in designing a model of human services delivery,

c) knowledge of basic management concepts and ability to use a number of management techniques and approaches such as MBO, PERT, the Grid, and management information systems,

d) competence in designing and implementing program evaluation and research,

e) knowledge of the nature and effects of the bureaucratic arrangement upon workers and programs and to plan strategies of change in such areas as services offered, caseloads, supervision and training,

f) the ability to plan strategies of service delivery at the prevention and rehabilitation levels, and to execute intervention at the crisis level.

Each of these objectives forms the core of an instructional module, which is covered in two or three class sessions. Six modules, therefore, compose the course.

3.13 Development of Competencies

In order to achieve these objectives a series of competencies was envisioned which would relate to them and form the specific student outcomes for the course. These competencies, since they are so essential to the content, method and evaluation of the course, must have two characteristics:

a) they have to be stated in observable, operational terms,

b) they have to be consensually derived.

Stating competencies to be gained in operational terms is a requirement which, if met, greatly clarifies both the teaching methods and course evaluation. Each competency must be measurable. This suggests a number of instructional methodologies, from Keller's Personalized System of Instruction in which the student masters material at his/her own pace and takes individual exams when ready before moving on to new material, to groups of students working in teams to acquire competencies and evaluate each others' acquisition of competencies. Furtherfore, student evaluation, always a sensitive issue, is in a measure clarified and democratized. If the list of competencies is comprehensive enough, not all

students will completely master them and can negotiate with the instructor for a particular grade associated with a given number of competencies acquired. Thus, stating competencies in measurable terms is central to the evaluation of student programs.

Deriving competencies consensually infers that faculty, students, human service professionals and the instructor negotiate a mutually satisfactory list of competencies to be learned. This may be accomplished in two phases. Phase one involves the establishment of an advisory group composed of representatives of faculty, human service practitioners and students. Starting with a tentative list, the advisory group adds and otherwise modifies the list so that a comprehensive series of competencies for the course is developed. Phase two consists of submitting a list of objectives derived from the list of competencies to students enrolled in the course during the first meeting by means of an "Importance-Competence Questionnaire" (Exhibit 1). In this exercise, students rate the course objectives on a five point scale for the importance they attach to learning each, and their own level of competence in each area. Objectives rated high in importance and low in student competence are reduced to operational competencies and singled out for emphasis during the course. Students are also requested to add competencies they wished to acquire to the list, consistent with the course goals and objectives.

3.2 Course Content

The content and topics of the course are consistent with the six major objectives.

a) characteristics of selected human service fields,

b) general systems theory and its application to human services,

c) management concepts and techniques,

d) program research and evaluation,

e) the bureaucracy as a concept and an environment,

f) service delivery strategies.

3.3 Instructional Strategy

The teaching method is flexible, but generally based upon methods suggested in Postman and Weingartner's Teaching as a Subversive Activity. Thus, a student-centered approach is taken in which the inquiry method is favored. Thus, action, simulation, interests and self-direction in learning are favored. The procedure is in essence goal oriented, so that students acquire competencies in a

variety of individualistic ways. The following are representative of various approaches to utilizing the 200-minute class units:

- experiments with students as subjects, to illustrate topic
- discussion of field experience, reading or class activity in small subgroups
- lecture-discussion on theory or practice related to module content
- simulation/role play in class
- evaluation of student competencies through written tests, oral presentations or small group interaction
- viewing of films, slide presentations or audio tapes
- student presentations on topics chosen or assigned
- guest speakers — either professionals in the field or faculty specialists.

No single text is designed for this course. Instead, a large number of handouts, reprints and articles are supplied to the students along with a considerable number of books on three-day reserve at the university library.

In order to provide students with an opportunity to explore in some depth a particular topic of his or her chosing, each is required to undertake a project from a list or develop an original project consistent with course objectives.

3.4 Assessment System

3.41 Initial Evaluation: The students' initial needs and competencies are surveyed at the outset using the "Importance-Competence Questionnaire" described under section 3.0 (Exhibit 1). In addition, the "Undergraduate Student Questionnaire for HI and HRD Courses" is used to determine student background, experience and areas of special interest (Exhibit 2).

3.42 Ongoing Evaluation: Since the course content and format hinges upon the mastery of a large number of competencies, a certain amount of time is spent each class period evaluating these competencies. With a large class enrollment, it would be infeasible for the instructor to evaluate each of about thirty-five students on fifty competencies -- a total of 1750 evaluations. Therefore, students are subdivided into peer evaluation groups of four or five students who check each other for competencies. Each student has a list of competencies to be acquired, and the other students attest

EXHIBIT 1

HRD 402 Human Services Delivery and Evaluation

IMPORTANCE - COMPETENCE QUESTIONNAIRE

Instructions

Below are listed some topics which will be covered in this course. Please rate yourself first on the importance you attach to these topics, then fold along dotted line so you can't see your importance ratings, and rate yourself as to how competent you are right now in each area. Circle 1, 2, 3, 4, or 5.

Fold along this line after completing importance rating.

IMPORTANCE (Hi 1 2 3 4 5 Lo)		COMPETENCE (Hi 1 2 3 4 5 LO)
1 2 3 4 5	1. Knowledge of general systems theory and its application to human services.	1 2 3 4 5
1 2 3 4 5	2. Knowledge of different models of human services.	1 2 3 4 5
1 2 3 4 5	3. Underlying legislation, history and organization of human services being offered in the fields of manpower, welfare and mental health.	1 2 3 4 5
1 2 3 4 5	4. Knowledge of community resources in human services field.	1 2 3 4 5
1 2 3 4 5	5. Problem recognition and problem solving techniques.	1 2 3 4 5
1 2 3 4 5	6. Ability to intervene effectively in crisis situations such as unemployment, family disruption, illness, etc.	1 2 3 4 5
1 2 3 4 5	7. Knowledge of existing programs in the areas of manpower, mental health, substance abuse and family life.	1 2 3 4 5
1 2 3 4 5	8. Ability to design human service programs.	1 2 3 4 5
1 2 3 4 5	9. Knowledge of evaluation approaches for human service programs.	1 2 3 4 5
1 2 3 4 5	10. Ability to evaluate client progress in individual counseling and supportive services.	1 2 3 4 5
1 2 3 4 5	11. Knowledge of principles by which organizations are or should be managed.	1 2 3 4 5
1 2 3 4 5	12. Understanding of and ability to apply management techniques.	1 2 3 4 5
1 2 3 4 5	13. Understanding of bureaucracies, how they operate and how to survive in them without losing your integrity.	1 2 3 4 5
1 2 3 4 5	14. Ability to help clients make plans for self improvement.	1 2 3 4 5

EXHIBIT 2

OAKLAND UNIVERSITY
Human Resources Development

UNDERGRADUATE STUDENT QUESTIONNAIRE FOR HI AND HRD COURSES

1. Name_____ O.U.#_____ Date_____

2. Mailing Address_____

_____

3. Office Phone_____ Home Phone_____

4. Are you now working?_____ (a) if so, what do you do?_____

_____

(b) where are you employed?_____

5. Describe other work experience you have had, indicating length of time.

_____

_____

6. What other HI or HRD courses or related courses have you taken?_____

_____

7. Total Semester Hours Completed at Oakland University:_____

Elsewhere:_____

8. In what area are you majoring?_____

9. Who is your major advisor at Oakland University?_____

10. What are your special interests within the area of this course that you may want to pursue in greater depth on an individual or group basis?

_____

_____

_____

____ Check here if you wish to be on the Human Resources Development mailing list.

11. What background do you have in areas related to this course?_____

_____

_____

_____

_____

12. What are your expectations for this course? (Outcomes, topics to be included, etc.) _____

_____

_____

_____

_____

13. Other information you want to share_____

_____

_____

_____

_____

to his or her ability in a given area. The instructor circulates among these groups to answer questions and settle any disputes. In addition, the instructor prepares occasional exams on those competencies which lend themselves to this mode of evaluation. These tests are graded pass-fail for each competency and may be retaken at any time. Specific grades can thus be assigned for the satisfactory acquisition of different number of competencies. In a fifty competency course, the following basic grades are assigned:

46 - 50 competencies - A (3.6 - 4.0)

36 - 45 competencies - B (3.0 - 3.5)

26 - 35 competencies - C (2.5 - 2.9)

under 25 competencies - D

Refinements within the basic grade are based on other factors: attendance, student project, extra work.

3.43 Final Evaluation: The final class period is devoted to completing evaluation of competencies and to student evaluation of the course on the following topics:

Reading, handouts and bibliography

Instructional methods

Adequacy of competency list

Best liked part of course

Least liked part of course

Most profitable part of course

Least profitable part of course

Free comments on improving the course.

(Exhibit 3)

EXHIBIT 3

HRD 402 Human Services Delivery and Evaluation

Course Assessment and Feedback

This form is designed to assist you to evaluate and make suggestions for improvement in the course HRD 402. Your comments may be made anonymously and will be used solely for the purpose of improving our HRD offerings.

1. Rate, and if possible discuss the readings, handouts and bibliography for this course.

   High 1 2 3 4 5 Low

   Comments:

2. Instructional methods were:

   High 1 2 3 4 5 Low

   Comments:

3. The method of using a list of competencies and evaluating mastery of them was:

   High 1 2 3 4 5 Low

   Comments:

4. The part of the course I liked best was:

5. The part of the course I liked least was:

6. The most useful part of the course was:

7. The least useful part of the course was:

8. Please feel free to comment on any other facet of the course--recommendations for change, additions, deletions, general suggestions, bouquets or brickbats:

4.0 DESCRIPTION OF INSTRUCTIONAL MODULES

4.1 Introduction

The course is composed of six instructional modules related to the course goals and objectives. Each module involves the attainment of several competencies.

Module 1 Introduction and case histories in the evolution of human services

Module 2 General systems theory and application to human services

Module 3 Management concepts and techniques

Module 4 Research and evaluation

Module 5 The bureaucracy

Module 6 Service delivery strategies

The first instructional module requires three class periods, each of the other five modules require two class periods. The complete course is delivered in 14 200-minute classes.

4.2 Module 1 "Introduction and Case Histories in the Evolution of Human Services: Manpower, Mental Health and Welfare"

4.21 Rationale

This module is designed to give students a general background concerning the legal bases, history, organization and practices of human service agencies in three fields: manpower, mental health and welfare.

4.22 Instructional Objectives

Students will attain competencies 1 through 11 (Appendix A.4) related to this module.

4.23 Description of Instructional Content

This module covers the principal pieces of legislation, the historical evolution and the salient organizational characteristics of three human service entities:

a) Manpower
b) Mental Health
c) Welfare

The instructor will prepare reprints of major legislation pertaining to each of these areas and a chronology of events

in the history of each for distribution to the students during the first of the three classes devoted to this module.

4.231 The first class outline is:

4.2311 Course overview (Instructor; 1 hr.)

a) Goals and objectives
b) Competencies
c) Teaching strategies
d) Evaluation and grading system
e) Bibliography, reserved books and handouts

4.2312 Lecture on evolution of manpower as a human service agency (Instructor, 45 min.)

a) Legislation
b) Historical development
c) Organization

4.2313 Small group interaction (30 min.)

a) Group one designs 20 minute exam covering handouts and lecture materials
b) Group two brainstorms question: What are the proper activities and priorities among them for a manpower agency
c) Group three discusses: "Strengths and weaknesses in a Federal-State-Local jurisdiction manpower partnership."

4.2314 Recorders report back (15 min.)

4.2315 Groups two and three take exam designed by group one (20 min.)

4.2316 Exams are discussed and students' questions answered (30 min.)

4.232 The outline for the second class is:

4.2321 Review of 1st class competencies (30 min.)

4.2322 Lecture on evolution of the mental health field (Instructor; 90 min.)

a) Prescientific approaches
b) The medical model (Handout)
c) Concepts from public health
d) Ecological system model
e) The human service model (Handout)

4.2323 Role play in small groups: a mental health agency staffs 3 cases; first according to the medical model and then according to the human service model (45 min.)

4.2324 Discussion and summary (15 min.)

4.233 The third class outline is:

4.2331 Presentation on the history, legislation and evolution of welfare services. (90 min., Guest lecturer from Department of Social Services)

4.2332 Film presentation: "The Welfare Revolt" and discussion. (90 min., Film is obtainable from Indiana University AV Center; #CS 1829; rental fee, $13.00.)

4.2333 Students report on field visit to Department of Social Services. (20 min.)

4.24 Description of Instructional Strategies

This module employs lectures to impart factual content, a film, a guest lecturer with current field experience, a simulation exercise, an exam, a dialogue between two specialists, small group interactions and a field experience. In addition, special handouts pertaining to the module content are given to the students. Thus, a variety of input modes are emphasized to set the stage for the rest of the course which contains a wide range of instructional approaches. Feedback to the students on their attainment of competencies is also begun during this module and will continue at an increased pace throughout the course. These two instructional characteristics, input variety and regular feedback, could be said to form the dominant theme of the teaching strategy for the entire course (Appendix A.3).

4.25 Evaluation Process

Evaluation of this module lies in the attainment of competencies by students, (Appendix A.4) as observed by the instructor or attested to by peer evaluation. Each student's competencies will be attested to on a Competency Checklist (Exhibit 4).

4.3 Module 2 "General Systems Theory and Its Application to Human Services"

4.31 Rationale

This module is designed to give students an understanding

EXHIBIT 4

Competency Checklist

Student _____ HRD 402 Human Services Delivery and Evaluation

		Attested to by:	Date:
1.	Evolution of human services in Manpower, Mental Health or Welfare	1.	
2.	Principle legislation--Manpower, Mental Health, Welfare	2.	
3.	Organization and Services: Manpower, Mental Health, Welfare	3.	
4.	Describe/diagram function unit model of service	4.	
5.	Describe/diagram team model of service	5.	
6.	Characteristics of Medical Model	6.	
7.	Concepts from Public Health: epidemiology, logistics, catchment areas, population-at-risk, primary, secondary, tertiary prevention	7.	
8.	Ecological systems model	8.	
9.	Human service model	9.	
10.	Interagency strategies: bargaining, cooptation, coalition	10.	
11.	90% correct on systems vocabulary: System, Boundary, Environment, Subject, Purpose, Subsystem, Elements, Input, Output, Relationships, Process, Functions, Task, Activity, Systems Theory, Systems Approach, Systems View, Systems Research, Systems Analysis, Systems Design, Systems Management, Anasynthesis, Model, Performance Model, Structural Model, Process Model, Analysis, Synthesis, Goal, Objective, Macroenvironment, Mezzoenvironment, Open System, Closed System, Feedback, Social System, Feed Forward, Suprasystem Constraint, Ecology, Interdependency, Transformation Throughput, Differentiation, Culture, System Space, Microenvironment, Resources, Integration	11.	

of the basic ideas and vocabulary of general systems theory and practice in applying them to human services, as a ground work for later course modules on management, research/evaluation and proposals.

4.32 Instructional Objectives

Participants will master competencies 12 through 19 (Appendix A.4) which relate to systems concepts and applications.

4.33 Description of Instructional Content

4.331 Concept of system
4.332 Development of systems
4.333 Types of systems

- 4.3331 Physical
- 4.3332 Social

4.334 Basic systems concepts
4.335 Social organizations

- 4.3351 Characteristics of social organizations
- 4.3352 Purpose
- 4.3353 Structure
- 4.3354 Culture
- 4.3355 Environment
- 4.3356 Boundaries
- 4.3357 Relationships
- 4.3358 Function
- 4.3359 Process

4.336 Human service delivery systems
4.337 Analysis of social systems
4.338 Social systems theory in management
4.339 Problem solving

- 4.3391 Concept of problem
- 4.3392 Basic principles
- 4.3393 Problem solving process
- 4.3394 Problem solving techniques

4.340 A systems model of counseling
4.341 A systems model for instruction

4.34 Description of Instructional Strategies

A guest speaker, a specialist in systems theory, presents a 60-minute lecture-demonstration with overhead projector visual aide at the beginning of each of the two classes in

this module. There follows a series of activities similar in each class:

a) Questions on the lecture content and application

b) Small group structured discussions in which the group task is to diagram, chart and otherwise analyze systems structures and processes. Results are compared in entire class and discussed.

c) A quiz based on module competencies is given to test students' understanding of the material presented. Answers are given and discussed (Appendix A.5).

4.35 Evaluation Process

Attainment of the competencies listed for this module (12 - 19)(Appendix A.4) is evaluated on the basis of two exams given during the module, which may be retaken at any time, if failed. Additional evaluation may be feasible for those students who choose a project utilizing systems concepts, through the proper use of systems terms, descriptions and charts.

4.4 Module 3 "Management Concepts and Techniques"

4.41 Rationale

This module is designed to give students an acquaintance with landmark management concepts and a working knowledge of several management techniques.

4.42 Instructional Objective

Students will attain competencies associated with this module (20 thru 28, Appendix A.4).

4.43 Description of Instructional Content

There are two class sessions in this module. The first class covers seminal management thinkers and the second, management approaches and technologies.

The class receives handouts during the first class of Mackenzie's Managerial Process chart, brief articles from Behavioral Science Concepts and Application on the concepts of Herzberg, McGregor, Argyris, Likert and excerpts from Townsend's Up the Organization.

The outline for the first class follows:

4.431 Traditional managerial functions (30 min., instructor)

4.432 The Moon Tent Game (Modified from McClelland, 1 hr., small groups)

4.433 Self rating and peer rating on the Managerial Grid. (1 hr., in subgroups)

4.434 Research on managerial styles: Fiedler (50 min., instructor)

The outline for the second class is:

4.435 Discussion of X and Y theory and MBO concepts (30 min., instructor)

4.436 Evaluate competencies on Herzberg, McGregor, Argyris and Likert concepts (1 hr., small groups)

4.437 The Delphi Technique (90 min., instructor)

4.4371 Slide presentation on principles
4.4372 Three round Delphi exercise

4.438 PERT and PPBS (Slide presentation, instructor)

4.44 Description of Instructional Strategies

The strategies employed in this module involve the use of brief lectures -- not over 30 minutes on topics of interest and easy comprehension, prior readings assignments on seminal management thinkers -- not over 4 pages each -- and subsequent peer evaluations of the attainment of the concepts presented in this reading. Visual aids are used in the form of slides prepared (by a graduate student) on the Delphi technique, PERT and PPBS. In addition, "Moon Tents", an exciting simulation, obstensibly involving competition between small groups, but really focusing in this instance on managerial styles, provides an experiential entree into the discussion of this topic with real performance data for analysis (Appendix A.6).

4.45 Evaluation Process

Student acquisition of competencies attached to this module (Appendix A.4) are evaluated by peers, by the instructor through free response questions and by a formal test given at the end of the module. As with other modules, competencies acquired are charted on individual student forms (Exhibit 4).

4.5 Module 4 "Program Research and Evaluation"

4.51 Rationale

This module is designed to give students a basic knowledge

of general research concepts and the ability to apply these in evaluating human service programs. Examples of program evaluation are studied and critiqued along with client evaluation systems.

4.52 Instructional Objectives

Students will attain competencies 29 thru 38 (Appendix A.4), which are relevant to this module.

4.53 Description of Instructional Content

This module includes two class periods. The first covers research and evaluation concepts and designs; the second covers individual and program evaluation models.

Before this module, students are given excerpts from:

Thorndyke, R. L., and Hagen, E. Measurement in Psychology and Education. New York: Wiley, 1969.

Stufflebeam, D. L., "A Science of Education Evaluation," Educational Technology, July, 1968.

Kiresuk, T. J. "Goal Attainment Scaling at a Community Mental Health Center," Evaluation. Special Monograph #1, 1973.

Wentling, T. L. and Lawson, T. E. Evaluating Occupational Education and Training Programs. Boston: Allyn and Bacon, 1975.

Campbell D. and Stanley, J. Experimental and Quasi-Experimental Designs for Research. Chicago: Rand McNally, 1963.

The following outlines the activities for the first class session in this module.

4.531 Basic research and evaluation concepts and vocabulary. (1 hr., instructor)

4.532 Quiz on previous "treatment;" discussion of alternative methods of evaluation. (1 hr., instructor)

4.533 Case studies in program evaluation. (1 hr., small groups)

4.534 Evaluation of competencies. (50 min., students in pairs)

The second class outline:

4.535 Review of basic concepts and demonstration of concepts using class as subjects. (50 min., instructor)

4.536 The CIPP evaluation model. (30 min., instructor)

4.537 The Walker evaluation model. (30 min., instructor)

4.538 Program vs. individual evaluation.

4.3581 Goal Attainment Scaling

4.3582 Behavioral contracts (1 hr. individual case studies and discussion)

4.539 Evaluation of competencies. (1 hr., students in pairs)

4.54 Description of Instructional Strategies

The overall method of evaluation used in the course contrasted to another method ("pop quiz") offers an opportunity for students to experience and react to real life evaluation methods. This provides an occasion to contrast individual and program evaluation strategies. This module relies upon previous reading of specially prepared handouts from the sources listed above, and upon several half hour lecture-demonstrations by the instructor. Case histories on program evaluation are prepared and given to students for discussion in small groups.

The second class opens with a demonstration of evaluation principles through the use of the class itself as a research population. Thus, random sampling, hypothesis formation, research design and analysis of data obtained can be experienced using a 20-minute lecture on basic research principles as the independent variable. The class can be randomly divided into research and control groups, data analyzed, etc., just as in a research study.

Following this, two evaluation models are presented with handouts and discussed. Then two approaches to individual client evaluation are explained and illustrated through 3 case studies.

The last hour is spent with student pairs evaluating each other on appropriate competencies.

Materials and references are attached in Appendix A.7.

4.55 Evaluation Process

Ten competencies to be acquired in this module are evaluated by peers and certified on individual student forms (Appendix A.4).

4.6 Module 5 "The Bureaucracy and Social Organization"

4.61 Rationale

This module is intended to acquaint students with the nature of bureaucratic institutions, and to offer strategies for survival in them and for changing some aspects of organizations in which they are likely to work.

4.62 Instructional Objectives

Students will acquire competencies 39 through 45 (Appendix A.4) associated with this module. They will also be sensitized to the issues of bureaucratic values and problems of the poor.

4.63 Description of Instructional Content

This instructional module spans two class sessions; the first introduces students to the nature of bureaucratic institutions, and to survival and change strategies in such institutions; the second session provides an opportunity to experience the impact of certain institutions in society.

Excerpts from Max Weber's classic on the subject are given to the students ahead of time.

The first class outline is:

4.631 Characteristics of bureaucratic institutions

4.6311 "Value questionnaire" is administered to students (Score indicates agreement with bureaucratic values. 30 min., instructor)

4.6312 Discussion of bureaucracy according to Weber's analysis. (30-60 min., instructor)

4.6313 Film: "The Castle" is shown, illustrating the ultimately bureaucratic society. (90 min.)

4.632 Presentation and discussion of case studies in organizational change. (30-60 min., small groups)

4.633 Evaluation of competencies. (20-50 min., small groups)

The second class is devoted to a simulation entitled "The Microsociety." In this exercise, class members are given organizational and social roles, with differing monetary resources to carry out the principle activity of the microsociety, collage-making. Various social institutions are simulated, such as law enforcement with police; a jail and a court; social agencies, such as welfare, employment and legal

aid, and distribution of goods through a store. Social class and racial differences play an important part in this simulation, as do bureaucratic institutions. At the end of two hours, students discuss the implications of the experience and observers comment on participants' behavior under various social and institutional conditions.

4.64 Description of Instructional Strategies

The strategy for this instructional module is twofold.

a) To present a conceptual model of bureaucratic organization either:

1) thru a combination of a questionnaire (which measures agreement with Weber's bureaucratic values) and discussion-comparison of bureaucratic practice with dimensions of human maturity;

2) thru the viewing of a film which portrays a supremely bureaucratic society ("The Castle," with Maximilian Schell). This film, based on Kafka's novel of the same name represents a powerful condemnation of bureaucratic organization by means of a reductio ad absurdum. A discussion follows in which students are expected to relate the society in the film to their own and to consider methods of coping with powerful institutions. Related readings are provided.

b) To give students a first hand experience with certain social institutions and to see certain social issues in clear cut form. This is the objective of the "Micro-society." The strategy here is realism through personal involvement in specified roles. The learning from such an exercise is unspecific, but generally involves acquiring knowledge of the effect of several bureaucracies in the lives of the poor, awareness of social class, of prejudice and of some of the problems of racial minorities.

Materials for this module are attached in Appendix A.8.

4.65 Evaluation Process

Students are evaluated by peers on competencies 39 through 45 (Appendix A.4).

4.7 Module 6 "Human Service Delivery Strategies"

4.71 Rationale

This module is intended to acquaint students with concepts and intervention techniques at the preventative, crisis and rehabilitation levels of human service. In addition, two

models of staff organization for service are considered so that students may see the effect of staff configuration on ability to deliver services.

4.72 Instructional Objectives

Students will acquire competencies 46 through 51 (Appendix A.4) associated with the content of this module.

4.73 Description of Instructional Content

This module encompasses two class sessions covering intervention strategies, community resources and organization of services.

The outline for the first class is:

4.731 Introduction to levels of intervention and community agency functions. (50 min., instructor)

4.732 Guest speaker from agency:

4.7321 explains intervention strategy
4.7322 uses tape recording to demonstrate
4.7323 role plays crisis intervention using Caplan's model
4.7324 students role play in pairs; guest speaker and instructor critique. (2 hrs.)

4.733 Lecture-discussion on Brammer's skills and strategies for use in crises. (30 min., handout for students)

4.734 Evaluation of competencies. (30 min., students in pairs)

The second class in module 6 follows this outline:

4.735 Organizing staff for human service delivery; a small group assignment. (90 min., students in small groups according to interest)

4.736 Discussion and evaluation of organizational models developed by small groups. (90 min., instructor and student jury)

4.737 Evaluation of competencies. (50 min., students in pairs)

4.74 Description of Instructional Strategies

A guest speaker explains, demonstrates with an audio tape of a client in crisis and supervises role playing of students in crisis intervention. Thus, Caplan's model of crisis intervention is presented as one which is currently used

in the field by human service agencies. Additional crisis skills as outlined by Brammer are presented in a handout and discussed with students.

As a pre-class assignment each student is required to visit a community service agency to observe first hand their setting and services. A compilation of reports on these visits forms the core of the discussion on community resources and the concept of different levels of intervention in providing human services.

The second class is built around a small group assignment in which students are required to develop a service system and staff organization for one of several situations described in a handout:

a) a manpower program
b) a drug abuse program
c) a social service program for the aged
d) a drop-in-center for youth.

Students develop program goals, services and staff configurations in small groups, preparing a presentation for a jury of students which will evaluate them according to ideas they and the instructor develop while small groups deliberate. This simulation approximates the considerations which real agencies face in offering human services to the public. It also gives students immediate feedback on their collective efforts to design, staff and organize various services.

Materials are attached in Appendix A.9.

4.75 Evaluation Process

Students will be evaluated by peers and the instructor on competencies associated with this module (#46 through 51, Appendix A.4). In addition, an active human service professional and the instructor will critique student role play performance in crisis intervention. Finally, a jury of students, following a discussion with the instructor on organizing and staffing human service agencies, will evaluate student work group efforts in this area.

5.0 CONCLUSION

5.1 Evaluation

5.11 Student Performance

The basic evaluation procedure involved the assessing of attainment of competencies by students. This is accomplished continuously throughout the course during specific portions of class periods set aside for this purpose. Both instructor and peer evaluations are employed. In this manner conducting peer evaluations becomes a vehicle for mastering competencies on the part of the evaluator. Two other factors used for student evaluations are class attendance and the special interest project. The projects were graded on an equal weight, eight item scale with a maximum of 5 points for each item:

a) conception, value of project
b) relevance to course concepts
c) use and internalization of course concepts
d) analysis-synthesis skills
e) presentation technique
f) completeness, conclusiveness
g) student effort involved
h) logic, coherence.

5.12 Program Performance

The standard undergraduate course evaluation form "Student Perceptions of Teaching-Learning Effectiveness" (Exhibit 5) is supplemented with an evaluation form especially designed for this course "HRD 402 Course Assessment and Feedback" (Exhibit 3). This latter form specified the peculiarities of the course format, such as the competency-based conception.

5.2 Summary

The course Human Service Delivery and Evaluation is intended to meet the needs of a diverse audience: student aspirants to careers, practitioners at the service level and managers. To accomplish this, a wide variety of topics is envisioned, covering client service, management and organizational issues. The learning method is based upon the specification and attainment of specific, measurable competencies. The instructional strategy involves a variety of approaches, with small group interaction, learning-by-evaluating peers and simulations prominent.

5.3 Recommendations

The course might be more effectively taught with student assistants performing some of the competency evaluation. These evaluations may prove more time consuming than planned, depending on enrollment.

There may be too much material and many competencies to be acquired during a four semester hour course. The first module "Case Histories" might be profitably reduced in scope to include only Manpower, rather than Manpower plus Mental Health and Welfare exemplars.

Finally, there is the problem of a text for this course. None, frankly, even approached the congeries of topics envisioned for this course, though many were reviewed. It is likely that a resource for students composed of a collection of reprints, excerpts and original writings will have to be developed specifically for this course. The preparation of this monograph greatly furthered the development of such a resource.

EXHIBIT 5

DEPARTMENT OF EDUCATION - OAKLAND UNIVERSITY
Student Perceptions of Teaching - Learning Effectiveness

This form is designed to assess your satisfaction with courses offered by Oakland University's Department of Education. The first ten items are concerned with your perceptions about self-development as a result of this course. Items eleven through twenty relate to the instructor's behavior and course content.

On the five point scale, ratings are to be interpreted as follows:

5 Highly positive; highest score
4 Positive
3 Neutral
2 Negative
1 Highly negative; lowest score

Part 1	HIGH				LOW
1. I felt motivated to perform at a high level in this course	5	4	3	2	1
2. I did related readings and/or discussed related topics outside of class	5	4	3	2	1
3. When people discuss topics in this field, I am better able to recognize when they are using good or poor arguments	5	4	3	2	1
4. When a question comes up in conversation, I can recall relevant information	5	4	3	2	1
5. I developed increased awareness of ways to confront problems in this field	5	4	3	2	1
6. In confronting new problems, I can use general ideas or techniques from the course to solve them	5	4	3	2	1
7. I maintained or increased my interest in the field	5	4	3	2	1
8. I developed significant understandings or skills in the field	5	4	3	2	1
9. I became aware of implications and applications of the subject matter in my own life	5	4	3	2	1
10. I played an active role, rather than a passive one, in mastering the content of this course	5	4	3	2	1

Part II	HIGH				LOW
11. Were the course objectives made clear to you?	5	4	3	2	1
12. Did the instructor appear adequately prepared for each class?	5	4	3	2	1
13. Was course content presented in ways which captured and maintained your interest?	5	4	3	2	1
14. Did the instructor appear sensitive to students' feelings?	5	4	3	2	1
15. Was the instructor willing to provide assistance outside of class?	5	4	3	2	1
16. Were opportunities presented for student participation in class (e.g. to discuss, ask questions, express opinions, etc.)?	5	4	3	2	1
17. Was the workload appropriate in terms of what you got out of the course?	5	4	3	2	1
18. Do the method(s) by which you are to be evaluated seem to be a fair assessment of what you have learned.	5	4	3	2	1
19. Overall, how would you rate the instruction in this course?	5	4	3	2	1
20. Would you be willing to take another course from this instructor?	5	4	3	2	1

APPENDIX A.1

COURSE DEVELOPMENT MODEL

1.0 DEVELOP STATEMENT OF RATIONALE

- 1.1 Define Course Purpose
- 1.2 Locate Course Within Curriculum

2.0 CONCEPTUALIZE THE COURSE

- 2.1 Identify Course Goals
- 2.2 Describe the Client System

3.0 DESIGN THE COURSE STRUCTURE

- 3.1 Formulate Course Objectives
- 3.2 Describe the Course Content
- 3.3 Present an Overview of the Instructional Strategies
  - 3.31 Describe the Teaching/Learning Activities
  - 3.32 Describe the Instructional Resources
  - 3.33 Describe the Grouping Patterns
  - 3.34 Describe Time/Space Utilization Patterns
- 3.4 Design an Assessment System
  - 3.41 Design a Pre-assessment System
  - 3.42 Design an Interim Assessment System
  - 3.43 Design a Terminal Assessment System

4.0 DESIGN/DEVELOP INSTRUCTIONAL MODULES

5.0 INSTRUCT THE STUDENTS

6.0 EVALUATE PERFORMANCE

- 6.1 Evaluate Student Performance
- 6.2 Evaluate Program Performance

7.0 MODIFY THE COURSE STRUCTURE

WILLIAM JORNS
OAKLAND UNIVERSITY
ROCHESTER, MI

APPENDIX A.2

INSTRUCTIONAL MODULE DEVELOPMENT MODEL

1.0 DEVELOP STATEMENT OF RATIONALE

- 1.1 Define Module Purpose
- 1.2 Locate Module Within Course Structure

2.0 FORMULATE INSTRUCTIONAL OBJECTIVES

- 2.1 Specify the Terminal Objective(s)
- 2.2 Specify the Interim Objectives

3.0 DESCRIBE INSTRUCTIONAL CONTENT

- 3.1 Inventory Learning Tasks & Subject Matter
- 3.2 Determine Student Input Competence
- 3.3 Specify Actual Learning Tasks & Subject Matter
- 3.4 Organize Instructional Content

4.0 DESIGN/DEVELOP THE INSTRUCTIONAL PLAN

- 4.1 Describe Teaching/Learning Activity
- 4.2 Select/Develop Instructional Resources
- 4.3 Describe Grouping Patterns
- 4.4 Describe Time/Space Allocations
- 4.5 Organize for Instruction

5.0 DESIGN/DEVELOP AN ASSESSMENT SYSTEM

- 5.1 Identify the Assessment Variables
- 5.2 Describe the Assessment Strategy
- 5.3 Select/Develop the Assessment Instruments
- 5.4 Specify the Assessment Procedures

6.0 INSTRUCT THE STUDENTS

7.0 EVALUATE PERFORMANCE

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OAKLAND UNIVERSITY
ROCHESTER, MI

APPENDIX A.3

Module 1 References

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_____, "The New Manpower Act-A Summary," Manpower, March, 1974.

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Module 1 Instructor's Aid

1st Class: Overview and Manpower

Handouts:

Copies of the Wagner-Peyser Act, the Manpower Development and Training Act of 1962, and the Comprehensive Employment and Training Act (all obtainable from the Library of Congress, Washington, D.C.) may be given to students as permanent reference material. A reprint "The New Manpower Act - A Summary" may also be used, (from Manpower magazine, U.S. Department of Labor, Manpower Administration, 601 D St., Washington, D.C.)

Lecture Outline

1.0 Early development of the labor market

- 1.1 The market concept
- 1.2 Industrialization
- 1.3 Unions
- 1.4 Economic cycles and employment

2.0 Establishment of federal-state system

- 2.1 The Department of Labor and the U.S.E.S.
- 2.2 The Wagner-Peyser Act
- 2.3 The National Institute for Employment Research
- 2.4 The D.O.T. and S.I.C.
- 2.5 Unemployment insurance
- 2.6 War manpower mobilization

3.0 Postwar manpower policy

- 3.1 The G.I. Bill
- 3.2 The Six-Point Program
- 3.3 Full employment

4.0 The 60's and new manpower emphases

- 4.1 Area Rehabilitation Act
- 4.2 M.D.T.A.
- 4.3 E.O.A. and Civil Rights
- 4.4 Youth Opportunity Centers
- 4.5 Human resources development
- 4.6 The Work Incentive Program

5.0 C.E.T.A. and the future

- 5.1 Revenue sharing as a concept
- 5.2 C.E.T.A. structure and roles
- 5.3 The Feds, The Employment Service, prime sponsors and subcontractors
- 5.4 Postindustrial manpower policy

2nd Class: Mental Health

Lecture on evolution of mental health field may be based upon material from Human Services, the Third Revolution by Fisher, Mehr and Truckenbrod, chapters 1-3. This point of view reviews societal response to deviant behavior as progressing through three revolutions: from inhumane and superstitious treatment to kind but prescientific treatment; from this to the medical model of mental illness; and most recently from a strictly medical approach to a human service model which emphasizes community and environmental factors.

Handouts:

1. "Community Mental Health: A Historical and Critical Analysis" by B.L. Bloom obtainable from General Learning Press, 250 James Street, Morristown, New Jersey, 07960.

2. "Human Services: the Challenge of the 1970's" by Schulberg, H., Baker, F. and Roen, S. Prepublication mimeo which also appeared as Chapter One in Developments in Human Services, Vol. 1, by the same authors, New York: Behavioral Publications, 1972.

Staffing Exercise:

Sample materials are attached, giving brief case histories and professional roles. These may be varied to suit the instructor. This exercise offers several areas of learning to students such as internalization of professional roles, understanding of the staffing process and effect of basic assumptions upon treatment of clients. If students are unable to diagnose sample cases, a copy of the Classification of Abnormal Reaction Patterns as summarized in Abnormal Psychology and Everyday Life by Coleman, J. (Glenview, Ill., Scott, Foresman, 1964) may be given to each staff group.

3rd Class: Welfare as a human service system

The third class revolves around two events: a guest presenter from the local welfare department and a film depicting problems of clients enmeshed in the present welfare system. The guest lecturer should be solicited to bring handouts for the class. A useful discussion piece is "Highlights of Welfare Reform" which describes the current welfare system and a reform proposal which wile not enacted, will serve as a prototype for change. (From either U.S. Government Printing Office or H.E.W.-this paper is a segment of the Reform Renewal for the 70's series.)

The film "The Welfare Revolt" presents in sixty minutes the dilemma of the welfare client accurately and powerfully. It should spur strong reactions by students and a lively discussion. Rental ($13) or purchase ($240) may be arranged by contacting the Indiana University Audio-Visual Center, Bloomington, Indiana, 47401, telephone (812) 337-8087.

APPENDIX A.4

HRD 402 Human Service Delivery and Evaluation

Competencies to be attained

1. Trace the evolution of human services in one of these fields: Manpower, Mental Health, Welfare,

2. Describe principle legislation underlying human service agencies in Manpower, Mental Health and Welfare. (choose one)

3. Outline organization and principle services of human service agencies in one of these: Manpower, Mental Health, Welfare.

4. Describe the concepts of the Manpower Administration's Human Resources Development Model.

5. Outline the major provisions of the Comprehensive Employment and Training Act.

6. Describe the Medical Model approach to offering human services: relate assumptions, technology and evaluation.

7. Discuss the Public Health Model: include concepts of epidemiology, logistics, catchment areas, populations-at-risk, primary-secondary-tertiary prevention.

8. Describe the Ecological Systems Model.

9. Discuss the Human Service Model: assumptions, technology and evaluation.

10. Evaluate three cooperative interagency strategies: bargaining, cooptation and coalition.

11. "Staff" a sample multiple social problem case from the standpoint of:

    a. The Medical Model
    b. The Human Service Model.

12. Ability to achieve 90% score on systems vocabulary: system, boundary, environment, subject, purpose, subsystem, elements, input, output, relationships, process, functions, task, activity, systems theory, systems approach, systems view, systems research, systems analysis, systems design, systems management, anasynthesis, model, performance model, structural model, process model, analysis, synthesis, goal, objective, macroenvironment, mezzoenvironment, open system, closed system, feedback, social system, feed forward, suprasystem constraint, ecology, interdependency, transformation, throughput, differentiation, culture, system space, microenvironment, resources, integration.

13. Describe and diagram a human service activity in systems terms.

14. Describe the systems approach to counseling as outlined by Thoreson and Antonen or describe your own as developed from your understanding of systems concepts.

15. Outline the basic problem solving principles in systems terms.

16. Apply a model of problem solving such as Needs Assessment, Task Analysis or Force Field Analysis to a specific problem of your choosing.

17. Diagram and explain an instructional model based on systems concepts.

18. Outline an evaluation model on systems concepts.

19. Describe a systems approach to training employment counselors.

20. Compare the assumptions of McGregor's management theories "X" and "Y".

21. Describe Blake and Mouton's managerial styles. Illustrate with graphic of the managerial grid.

22. Name and describe Blake and Mouton's 6 phases of Management and Organizational Development.

23. Review the main conclusions of Fiedler's research on management styles.

24. Explain the design, results and general principle(s) to be drawn from the Hawthorne studies.

25. Name and define the essential functions of management.

26. List and briefly elaborate the essential factors in BMO.

27. Describe Herzberg's motivation-hygiene theory and implications for managers.

28. Explain and illustrate two of the following:

    The Delphi Technique
    PERT
    PPBS
    Task Attainment Network

29. Summarize the 9 major human services evaluation process variables.

30. Describe briefly the essential components of Walker's evaluation method for manpower programs.

31. Explain the following research concepts:

Level of confidence	Control group
Research hypothesis	Experimental group
Null hypothesis	Randomization
Dependent variable	Type I and II errors
Independent variable	Population
	Sample

32. Name the major ethical considerations in conducting research with human service program clients.

33. Name the major sources of error in conducting research (Campbell and Stanley).

34. Outline four true experimental designs with salient strengths and weaknesses.

35. Design an evaluation strategy for an agency of your choosing.

36. Explain the use of behavior contracts as evaluation instruments with individuals.

37. Simulate the use of the Goal Attainment Scale with a hypothetical client of human service agency.

38. Explain why the following are examples of poor program evaluation practices: (choose three)

    a. The local unemployment rate is used to measure success of a manpower program.

    b. The number of placements on jobs is used to measure the success of a local employment office.

    c. Discharge rate is used to measure success of an in-patient mental health program.

    d. Violent crime rate is used to measure effectiveness of a mental health program.

    e. Payments error rate is used to evaluate efficiency in a welfare office.

    f. Client job satisfaction is used as sole measure of employability program effectiveness.

39. Explain the characteristics of bureaucracies according to Max Weber.

40. Contrast these with human psychological growth factors.

41. Explain Chris Argyris' theoretical basis for comparing individuals and organizations.

42. Describe the "Mix Model" as a conceptual framework for Organizational change.

43. Describe the adoptions to problems in the bureaucracy.

44. Discuss "new" strategies for agency change from the '60's.

45. Describe a problem effecting the performance of a human service agency, such as poorly defined goals, high caseloads, inept supervision, con-

flicting policies and develop a scenario for change based on cases reviewed in class.

46. Discuss the principle feature of Caplan's model of crisis intervention.

47. Explain Brammer's strategies and skills for use in crisis situations.

48. Demonstrate in a role play, a helper's responses to a counselee in crisis due to: (choose one)

    a. sudden unemployment
    b. death of a loved one
    c. physical impairment
    d. conflict within family.

49. Name local community programs for prevention and treatment of problems in the field of: (choose one)

    a. manpower
    b. mental health
    c. substance abuse
    e. family life

50. Describe and diagram the functional unit model of service delivery.

51. Describe and diagram the interdisciplinary team model of service delivery.

Appendix A.5

Module 2 References

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Benathy, B. Instructional Systems. Belmont, California: Fearon Publishers, 1968.

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Hosford, R. and LeComte, C. "Systems Intervention Applied to Counseling," Journal of Employment Counseling, 10, Sept. 1973, 108-117.

Hosford, R. and Ryan, T. "Systems Design in the Development of Counseling and Guidance Programs," Personnel and Guidance Journal, 49, November, 1970, 221-330.

Jorns, W. Systems and Human Services. Unpublished Manuscript, Rochester, Michigan: Oakland University, 1974.

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Silvern, L. Systems Engineering Applied to Training. Houston, Texas: Gulf Publishing, 1972.

Thoreson, C. and Anton, J. "Intensive Counseling," Focus on Guidance, 6, October, 1973 (Reprint)

Module 2 Instructor's Aid

1st Class: Systems overview and concepts

Handouts:

The outline given may be supplemented with a Glossary (2 pages, attached) and additional materials (13 pages, attached) illustrating systems concepts are useful as well. All of these materials were created by William Jorns of Oakland University.

2nd Class: Application of systems to Human Services

Handouts:

The entire September, 1973 issue of the Journal of Employment Counseling is devoted to systems applications in manpower/career settings. This makes an excellent resource for this class. Reprints are available in lots of 50 at $2.50 each from the American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. Another excellent article from Focus on Guidance, entitled "Intensive Counseling" by Thoresen and Anton uses a systems model to describe the counseling process. It is available as a reprint from the Love Publishing Company, 6635 E. Villanova Place, Denver, Colorado, 80222.

Materials for Staffing Cases According to Medical and Human Service Models

CASE I

Man enters state hospital in crisis:

Anxious - characteristic physical symptoms, uneasiness, "free floating"
Hallucinating - imagines he hears things - voices
Distracted - can't concentrate, confused.

Background: Forced to marry at 18 when girl friend became pregnant. Family angry at him and refused to help. This blocked plans for future -- couldn't attend college.

Married, took responsibility of husband/father seriously. Got job which allowed him to get by. Over next five years responsibilities with additional children outran income. Home life unsatisfactory. Thought of abandoning family and disappearing. Presently debts out of control, he and wife fight constantly, wife has rejected him sexually and he suspects she is unfaithful. Hospitalization seems only way out.

What can you offer under Medical Model concept? Consider: Diagnosis - treatment - Who offers treatment? - Where? For how long?

CASE 2

Woman of 49 who is depressed, apathetic, wants to die, has uncontrollable bouts of weeping. Husband, a salesman who is on the road a lot, is afraid she may "do herself in" while he's away and she's alone. The children (5) have all grown up and moved away. She complains of many physical ailments which have no apparent origin. She fails to do the housework, whereas before she was very neat and orderly. She won't cook, and relationship with husband is deteriorating. He thinks "her mind may be going." He believes that hospitalization would be best for her. Husband has been having an affair of several years standing with a younger woman, but the wife doesn't know or care, if she does know, according to the husband.

What treatment might be offered under the medical model? What assumptions would you make? Who would offer the treatment? Where would treatment take place?

Psychiatric Nurse:

You have been in nursing for 25 years, the last 12 in the psychiatric field. You have no formal training for this, but have worked with psychiatrists long enough to understand the basic ideas and to support them in their recommended treatments. You have read widely in this field and with your experience can diagnose mental illness as well as anyone. You believe that good physical health and an orderly environment are powerful adjuncts to the therapies offered. You do understand that patients are very sick people and must be treated with good understanding; that they need relief from pressure and stress; that a well organized ward is the key to success. Often the treatment is unpleasant, and patients' resistance to therapy is strong but you know that your programs are in their best interest and that they will eventually, when cured, be grateful to you, though they might express hostility now. Your job in the staffing session is to understand the diagnosis and treatment procedures, they can be supported in the ward and various activities scheduled. You also observe patients carefully and report behavior which seems significant.

Physician:

Your focus is on the physical health of the patient. You try to keep them healthy so they can respond to treatment. You also look for physical causes of mental illness, such as tumors, organic damage, physical trauma, endocrine/hormonal imbalances or other physical causes/contributors to the illness. You give each patient a physical and prescribe treatment for any disorder. You coordinate your efforts with the psychiatrist, who may also be prescribing drugs for the patient. Your orientation is that most mental illness, if not all, is due to physical causes - especially brain chemistry malfunctions. Someday, you are wont to say, they'll invent a vaccine against schizophrenia and you people will all be out of business except for the physician. Actually you would like to be a country doctor, but this pays better, the facilities are great and country doctors went out of style 20 years ago. Maybe you'll get into a prestigious clinic...

Administrator:

Your concern is making ends meet. The budget is tight, you're overcrowded, the staff is always demanding more of this and that, new equipment and the money just won't stretch. You're progressive, and decided to sit in on these staffings to keep things from getting out of line. You are by law an M.D., a psychiatrist, but haven't practiced in 20 years, when you got into hospital administration. It's an exciting game. You bargain with legislators, deal with public and civic leaders, have enormously heavy responsibilities, making all the decisions all the time. You take work home, and you stay late in your office but you feel you've got all the reins in your hand. Why, no dept. head makes a move without consulting you. Your job in the staffing is to represent reality: the fiscal, staffing and physical plant realities that these professionals tend to forget. You want to insure the most bang for the buck.

Psychologist:

Your orientation is toward diagnosis as the essential foundation of treatment. You are skilled in these tests: Rohrschach, TAT, MMPI, Bender Motor Visual Gestalt, Wechsler, Stanford-Binet, 16 PF, Szondi, Draw-A-Person, House-Tree-Person, plus others. Your therapeutic orientation is essentially psychoanalytic, but you are interested in Roger's ideas too and in your limited number of therapy sessions, have tried some client-centered approaches, but without much success. You admire and support the psychiatrist, and your foray into Rogerian practice is to see what it has to offer. You believe in the therapeutic milieu but have little time to implement any of these concepts, with the heavy testing schedule imposed on you.

Psychiatrist:

You are a European trained psychoanalyst. Your orientation is traditional, but you are open to some Jungian concepts as well. Basically you see psychosis as rooted in catastrophically faulty-child relationships, and mental illness as a manifestation of psychosexual fixation at the oral or anal stage. Deep, lengthy psychoanalysis can cure these disorders with certain kinds of patients. You only accept patients for psychoanalysis if they are relatively verbal, intelligent, preferably educated with adequate social and financial resources. Other patients respond better to non-verbal therapy--chemotherapy, shock, imposition of hospital order on their lives, rest and freedom from stress

Make your preliminary diagnosis from the attached descriptive list.

Ask the psychologist for a diagnostic workup. Let him decide which tests, but you favor the Rohrschach as a minimum.

Social Worker:

Your orientation is to the family. You will work to see that visits are coordinated with treatment process, to counsel with the family and act as liaison between patient and family. You try to focus in on the patient's social history, development and family relationships. When the patient is ready for release, you try to insure a place to live and the orderly re-establishment of the normal life at home. You are interested in group therapy and have begun some group work with patients, but you're quite busy mediating between family and patients, so that these have to be squeezed in. Your psychological framework for helping is psychoanalytic, which fits your conception of early development as crucial to normal functioning. In staffing sessions, you present the social history and family situation.

GLOSSARY

A SYSTEM is defined as an assemblage of elements and activities that form an organized whole for the attainment of a specific purpose.

SYSTEM PURPOSE is the goal and/or objective for which the system is established and organized. The purposes of a system are realized through the activity which the elements engage in to produce a predetermined output. Purposes determine the processes required and the processes determine the kinds of elements that will make up the system.

SYSTEM ENVIRONMENT is the larger context in which a system exists. It comprises all things that surround the system and includes everything that may affect the system and that may be affected by the system. A system receives its purpose and input from its environment and a system has to produce an output which satisfies the expectations of the environment.

SYSTEM BOUNDARIES delimit the system space and set it aside from the environment. Boundaries include all those entities which make up the system.

SYSTEM SPACE is the domain which the system occupies as defined by its boundaries.

SYSTEM INPUT is what the system receives from its environment: resources (people, physical objects, materials, money and ideas), expectations, constraints and culture.

SYSTEM OUTPUTS are what the system produces and sends back to the environment.

SUBJECT (CLIENT) is the entity around which the system is organized and which has to be transformed by the system from an input state to an output state.

SUBSYSTEMS are identifiable parts of the total system that perform a major function in achieving the objectives of the system.

ELEMENTS are the specific parts of a subsystem (or system) that are selected to accomplish specific tasks required for the attainment of the objectives of the system. Elements are human, physical or ideological.

SYSTEM PROCESS is a general sequence of action working gradually over a period of time toward an end. A process can be broken down into multiple, quicker operations, tasks and activities.

FUNCTIONS refer to the organized tasks and activities performed by the subsystems of a system in attaining the objectives of the system.

TASKS AND ACTIVITIES are the actual performance of specific steps necessary in the operation of a certain function.

SYSTEM RELATIONSHIPS are the connections between the elements and activities of a system.

SYSTEMS THEORY presents concepts, principles and models that describe the structure, organization and behavior of systems.

SYSTEMS VIEW is a way of thinking by looking at entities as systems, as assemblages of parts which are organized into wholes for the achievement of specific objectives.

SYSTEMS APPROACH is a formal, analytical planning method for progressing from the formulation of objectives to the achievement of those objectives through controlled and orderly specification of the parts of the system and the integration of those parts according to the actions to be performed.

SYSTEMS ANALYSIS is a determination of what needs to be done in order to attain the objectives of a system. It involves the identification of problems, the modeling of the environment and systems in it and the determination of both the resources available and the constraints under which a system will exist.

SYSTEM DESIGN is a conceptual representation of what is needed to achieve the goals of a system. It aims at the construction of a model or blueprint of the system. It involves the specifying of the parts and actions of the proposed system, identifying methods and means for handling them and the selection of the preferred approach.

SYSTEM DEVELOPMENT involves making a reality of the designed model. It involves constructing the actual system from the blueprint and testing it to be sure it is able to achieve the objectives of the system.

SYSTEM IMPLEMENTATION involves installing the system at full performance and monitoring its operation as it attempts to achieve the objectives for which it was established.

SYSTEM EVALUATION is a procedure for monitoring the operation of the system to provide an accurate assessment of progress toward achieving the objectives of the system.

SYSTEM MODELS organize and present system concepts and principles in a scheme. The system models approach involves the use of models to analyze, design, develop, implement and evaluate systems. MODELS may be (1) a representation of a real system, or (2) a theoretical projection of a possible system. MODEL BUILDING is a strategy by which conceptual representation of a system is constructed and from which specific outcomes can be determined.

STRUCTURAL MODELS are a scheme that organizes the concepts and principles that define a system at a given time and displays its organization and structure.

PROCESS MODELS are descriptions of the behavior of a system over a period of time.

CHARACTERISTICS OF SOCIAL SYSTEMS

1. Maintain population through reproduction or recruitment.
2. Provide for training and/or socialization of members.
3. Promote interaction and communication among units and members.
4. Establish a division of labor through specialization of tasks.
5. Assign social actors to activities, tasks, roles and units.
6. Share common social values including agreement on system goals.
7. Establish a common, consistant and adequate set of social norms and rules.
8. Procure necessary resources from the natural and social environment.
9. Develop a structure and process for system decision-making.
10. Coordinate system activities so as to achieve system goals.
11. Allocates the benefits derived from system activity to its members.
12. Protect the system from external threat and stress.
13. Control the deviant and disruptive actions of system members.
14. Create procedures for managing conflict within the system.
15. Promote unity, integration and order among the parts of the system.
16. Develop procedures for changing the organization.

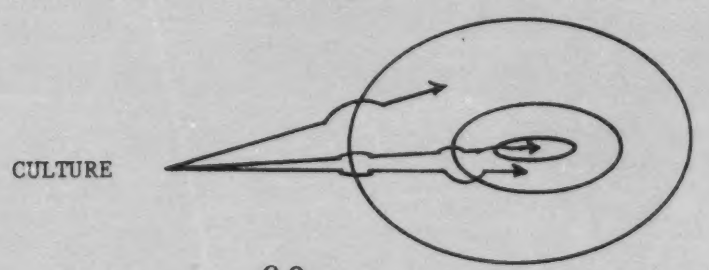
CULTURAL ASPECTS OF SOCIAL SYSTEMS

1.1 Aspects of Material Culture

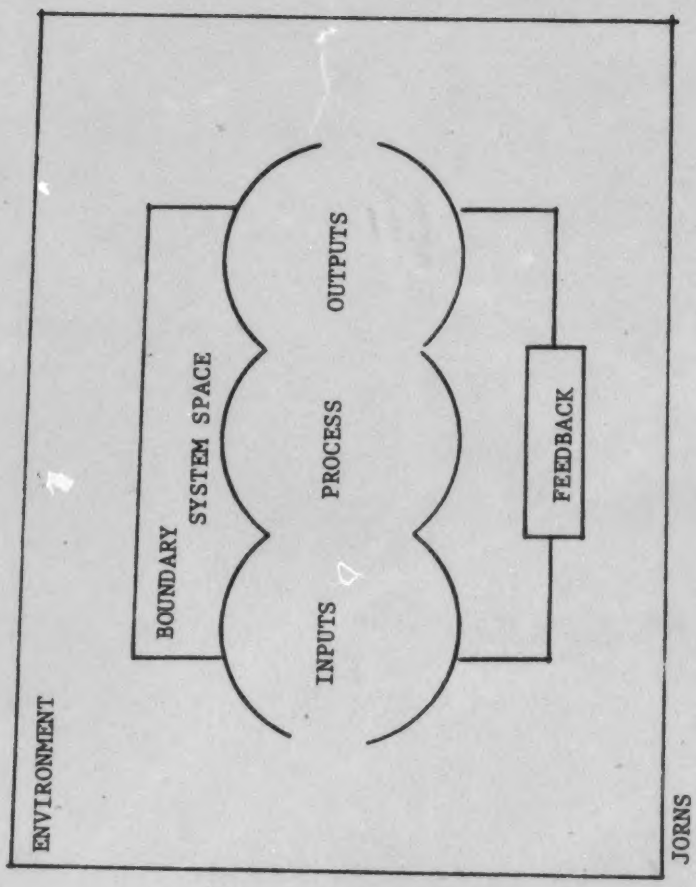
- 1.11 Centers of population and human activity
- 1.12 Man-made facilities and structures
- 1.13 Technological products and residues
- 1.14 Products of arts and crafts

1.2 Nonmaterial Aspects of Culture

- 1.21 Social Structures and Human Activity
  - 1.211 Cognitive and affective aspects
  - 1.212 Membership criteria and requirements
  - 1.213 Goal orientation
  - 1.214 Role structure
  - 1.215 Social stratification
  - 1.216 Social integration and expression
  - 1.217 Political, economic and technical allocation
- 1.22 Organizational contexts of society
  - 1.221 Kinship and family organizations
  - 1.222 Governments and associated organizations
  - 1.223 Military organizations
  - 1.224 Religious organizations
  - 1.225 Educational organizations
  - 1.226 Economically-oriented organizations
  - 1.227 Politically-oriented organizations
  - 1.228 Recreationally-oriented organizations
  - 1.229 Primary groups and community organizations
  - 1.230 Labor unions and social welfare organizations
  - 1.231 Charitable agencies and organizations
- 1.23 Occupations and economy
- 1.24 Mobility of population
- 1.25 Religious and moral patterns
- 1.26 Linguistic patterns and communication
- 1.27 Education and information technology
- 1.28 Laws and ethical patterns
- 1.29 Science, technology and ideology
- 1.30 Value systems, beliefs and symbolic systems
- 1.31 Health and welfare



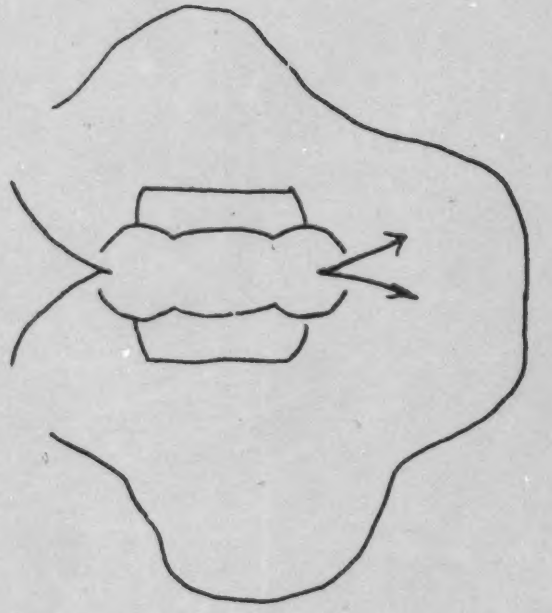
	MICROCOLLECTIVE GROUP	MACROCOLLECTIVE ORGANIZATION	MACROSYSTEM COMMUNITY SOCIETY
KINSHIP AND FAMILY			
GOVERNMENT			
MILITARY			
RELIGIOUS			
EDUCATIONAL			
ECONOMIC			
POLITICAL			
RECREATIONAL			
ETHNIC			
LABOR			
SOCIAL WELFARE			
CHARITABLE			
HEALTH			

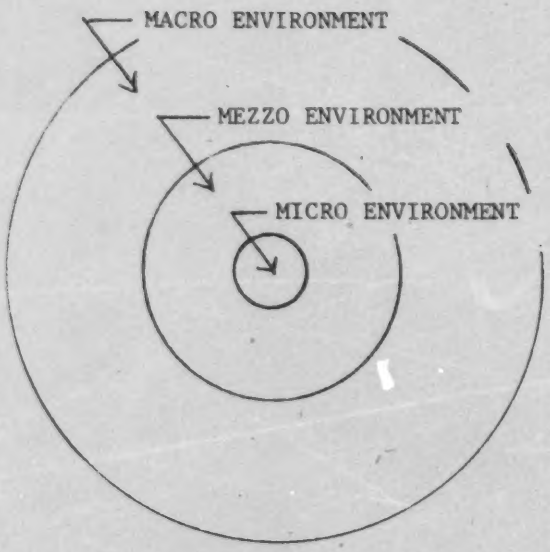

ENVIRONMENT
BOUNDARY
SYSTEM SPACE
INPUTS
PROCESS
OUTPUTS
FEEDBACK
JORNS
2-10-74

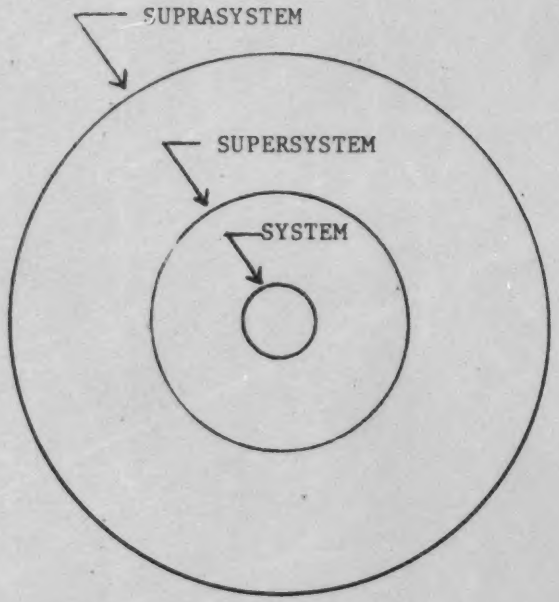
MODEL: SYSTEM INPUTS

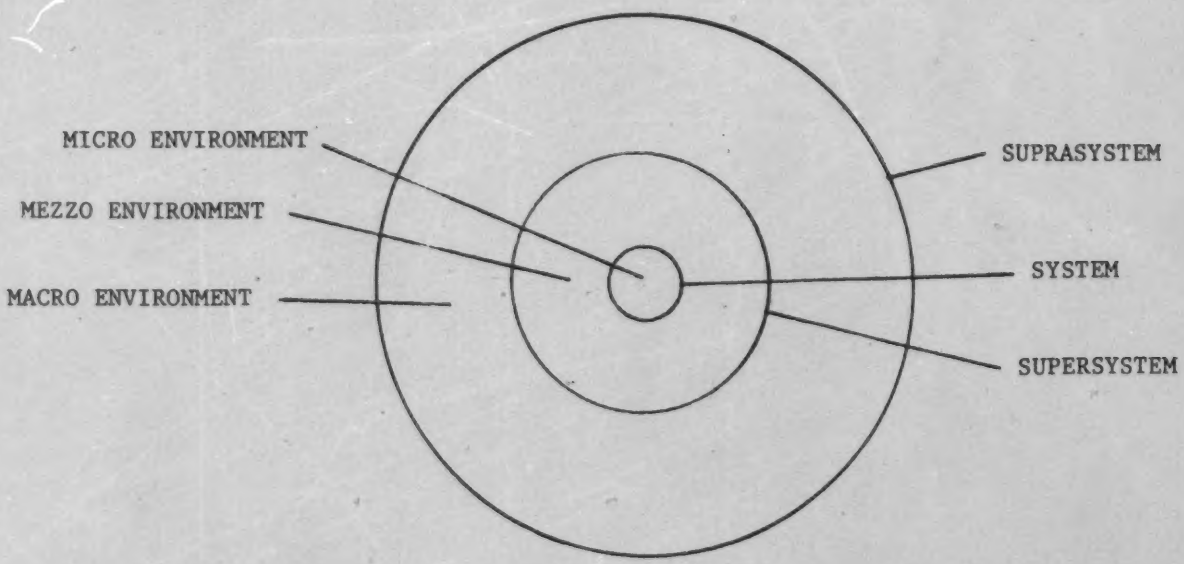
SYSTEM INPUTS

HUMAN NEEDS
ENVIRONMENTAL EXPECTATIONS
ENVIRONMENTAL CONSTRAINTS
RESOURCES: HUMAN
PHYSICAL
FINANCIAL
INFORMATIONAL
CULTURE



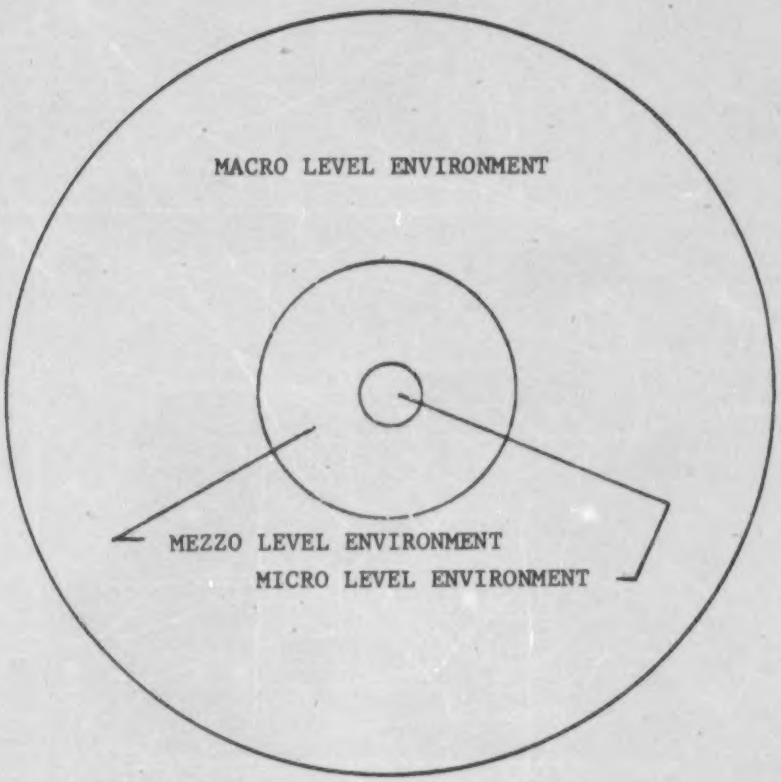

MACRO ENVIRONMENT
MEZZO ENVIRONMENT
MICRO ENVIRONMENT


SUPRASYSTEM
SUPERSYSTEM
SYSTEM


MICRO ENVIRONMENT
MEZZO ENVIRONMENT
MACRO ENVIRONMENT
SUPRASYSTEM
SYSTEM
SUPERSYSTEM

SUBSYSTEMS
SUPRASYSTEM
SUPERSYSTEM
SYSTEM

LEVELS OF ENVIRONMENT



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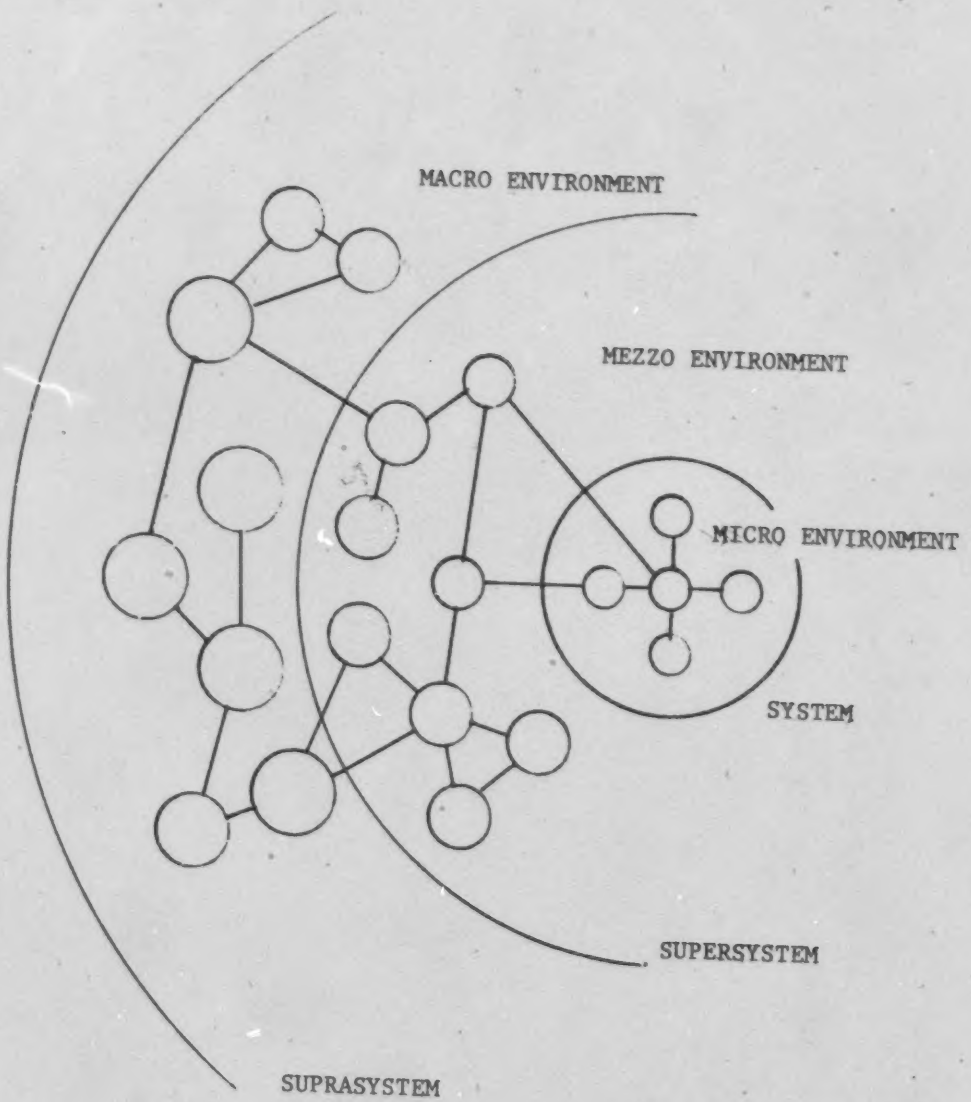
FALL 1974

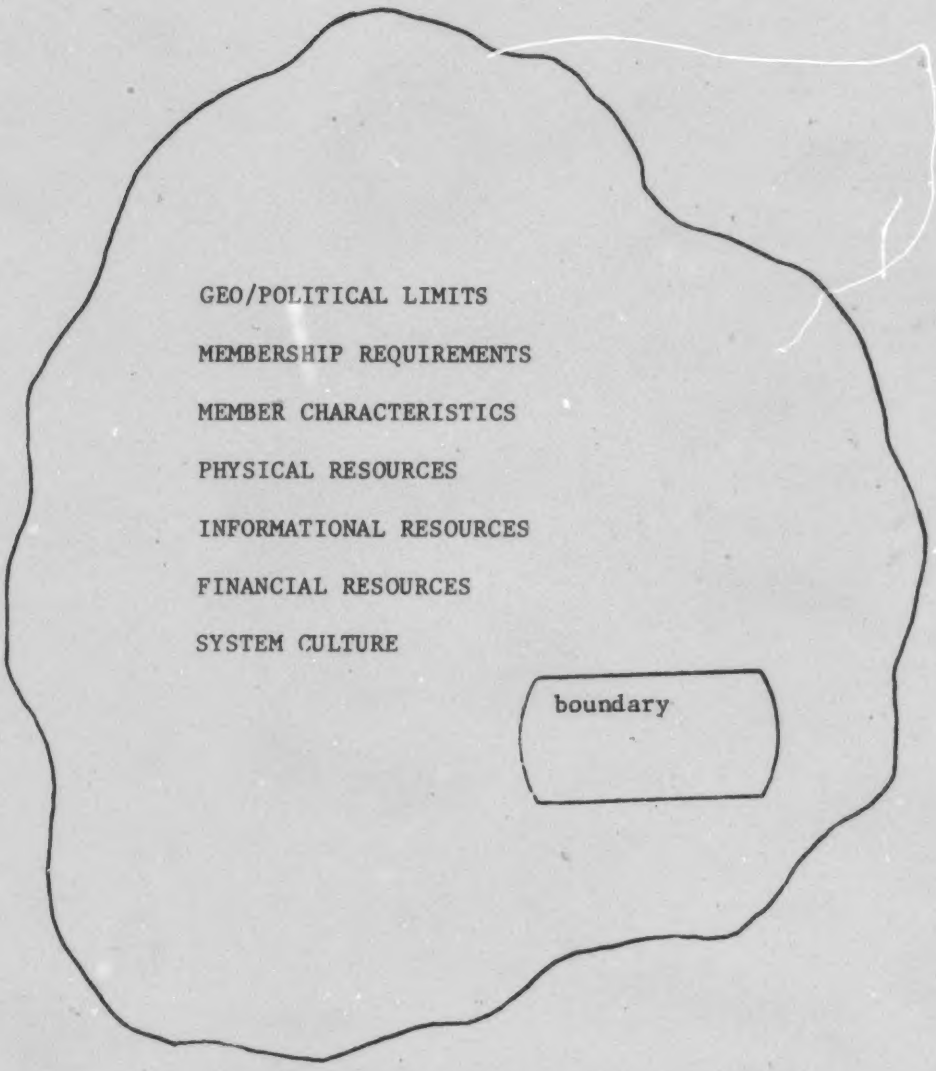
MODEL:

INTERRELATEDNESS

OF SYSTEMS



CONCEPT OF BOUNDARY



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GOALS AND OBJECTIVES

A purpose is a statement characterizing a valued and/or desired outcome of an individual, group, organization or societal system.... a statement of intent to achieve a specified result, produce and/or benefit.... a statement delineating an intended service to be performed or an intended change in behavior to be effected.

Statements of purpose can be classified as Goals or Objectives:

A goal is a universal, continuing purpose that provides broad direction through time. It is general to a wide area of human endeavor and the range of individuals, groups and organizations operating within that area. A goal suggests a set of objectives. The attainment of goals cannot be defined beyond the issue or problem level.

An objective is a target for action or change having temporal limitations and definable parameters. It may be general or specific, but in either instance, the input and performance requirements for its achievement can be specified with some degree of certainty. Its achievement advances the individual, group or organization toward a corresponding goal.

An integrated, time-phased hierarchy of goals and objectives that reflect the multi-level setting of an organization constitutes its master plan for action or change.

Donald Miller: A MANAGER'S GUIDE TO OBJECTIVES
Operation PEP, 1969.

W JORNS
9-17-74

SOCIETAL ASPECTS OF ENVIRONMENT

1.1 DEMOGRAPHIC ASPECTS OF SOCIETY

1.11 Population Characteristics

- 1.111 Age and sex
- 1.112 Racial origin and composition
- 1.113 Ethnic origin and composition
- 1.114 Immigration status
- 1.115 Religious preference
- 1.116 Educational attainment
- 1.117 Political and economic activity
- 1.118 Income and expenditures
- 1.119 Internal migration
- 1.120 Families and households
- 1.121 Marriages and divorces
- 1.122 Size, density and distribution
- 1.123 Health and disease
- 1.124 Births, deaths and fertility

1.12 Population Trends

- 1.121 Gross population changes
- 1.122 Influx and mobility trends
- 1.123 Urbanization
- 1.124 Growth/migration of racial/ethnic groups
- 1.125 Assimilation of foreign-born
- 1.126 Changes in population characteristics
- 1.127 Changes in occupational patterns
- 1.128 Changes in education & vocational training

APPENDIX A.6

Module 3 References

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Roethlisberger, F. and Dickson, W. Management and the Worker. Cambridge, Massachusetts: Harvard University Press, 1939.

Rush, H. Behavioral Science Concepts and Management Application. New York: National Industrial Conference Board, 1969.

Mackenzie, R. A. "The Management Process in 3-D," Harvard Business Review. November-December, 1969.

Module 3 Instructor's Aid

1st Class: Management functions and styles

Handouts:

The introductory lecture may be based upon Mackenzie's famous "Managerial Process" wheel chart. Reprints are available from several sources, among them, The Harvard Business Review.

Activities:

1. The Moon Tent exercise is adapted from McClelland who intended it as a means of focusing on achievement motivation. However, slightly modified, it offers an opportunity to examine leadership and management functions as well. The game consists of a competition between small groups to forcast accurately and produce from raw materials supplied, as many finished products (Moon Tents) as possible. Instructions to volunteer managers are to recruit, train, motivate, supervise and evaluate employees for the moon tent game. (Materials and instructions attached).

2. The Grid exercise naturally follows from the discussion of managerial styles engendered by the Moon Tent game. A questionnaire and a lecturette on the Grid with an illustrative handout makes this activity easy to understand (materials attached). An added wrinkle is to have Moon Tent managers rated by their workers using the grid questionnaire.

3. The previous two exercises may be complemented and balanced nicely by a discussion of Fieldler's research on managerial styles. ("Style or Circumstance: The Leadership Enigma" in Readings in Psychology Today, Del Mar, California, Communications Research Machines, 1972. Reprints available at $.40 each for 12 or more from Psychology Today, Consumer Service Division, 595 Broadway, New York, New York, 10012.)

2nd Class: Managerial theories and techniques

Handouts:

1. "X and Y Theories," McGregor
2. Herzberg
3. Maslow
4. Likert
5. Argyris

---are all from Conference Board Report SPP 216, Behavioral Science Concepts and Management Application by H.M.F. Rush. (Obtain from the Conference Board, Inc., 845 Third Avenue, New York, New York,

10022. $4 a copy for educational use; special prices on group orders for classroom use, contact Information Service Division.)

6. The second chapter of Raia's MBO Today describes Management by Objectives completely and succinctly. Permission to reprint may be obtained from Gulf Publishing, Book Division, P.O. Box 2608, Houston, Texas, 77001.

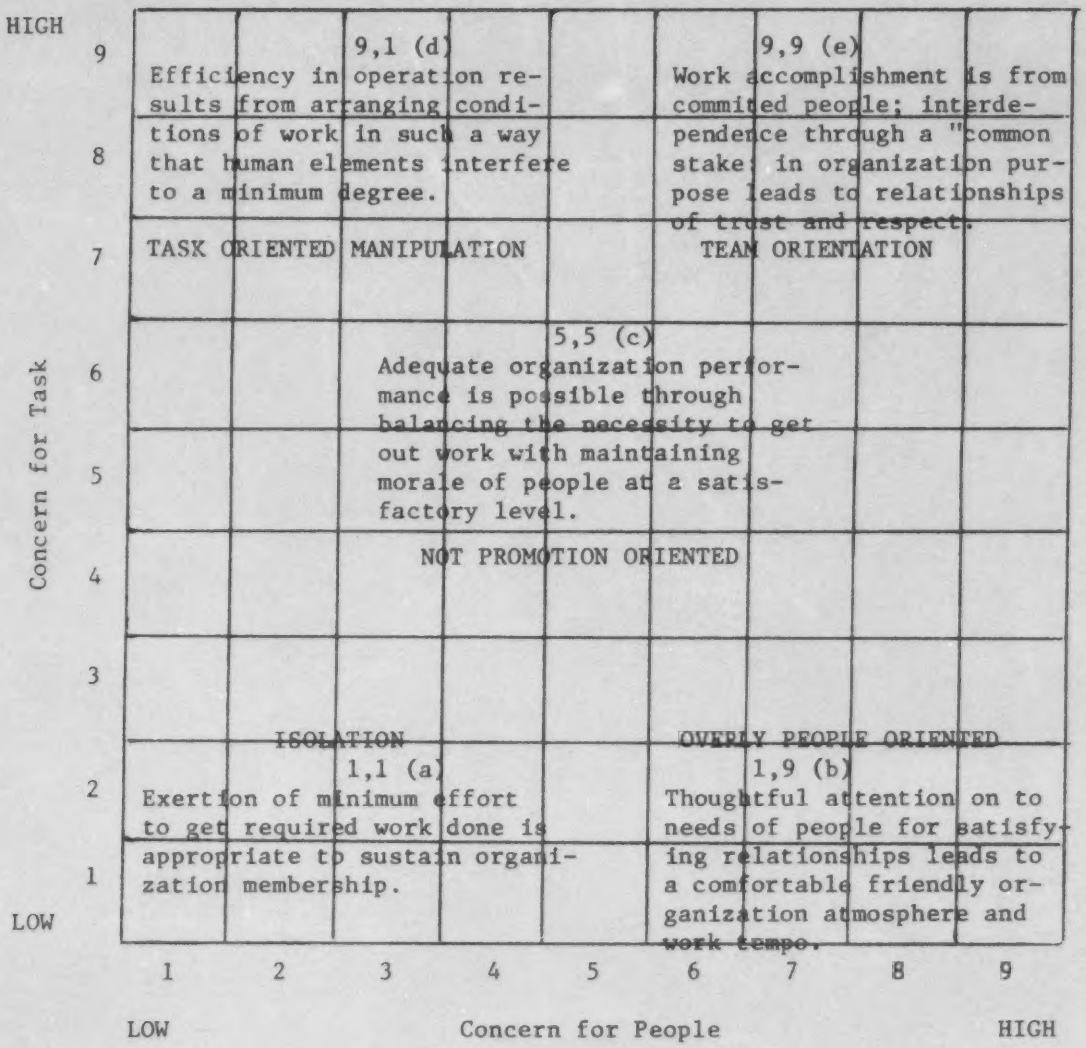
7. The Delphi Technique

8. PERT

9. PPBS

---may all be taken from Hostrop, R. W. Managing Education for Results. Homewood, Illinois: ETC Publications, 1973. Chapter 4 is devoted to the Delphi Technique; Chapter 5 covers PERT; Chapter 6 covers PPBS.

INTERPRETATION OF LEADERSHIP GRID



From The Managerial Grid
Blake & Mouton (1964)

SELF ASSESSMENT OF KEY MANAGERIAL STYLES

MANAGERIAL STYLES

Rank the paragraphs from most to least typical, as a description of yourself; 1 is most typical, 2 is next most typical, and so on to 5 which is least typical of you. When you have finished ranking, there should be only one of each number from 1 to 5. There can be no ties.

1.1 ____a. I accept decisions of others. I go along with opinions, attitudes, and ideas of others or avoid taking sides. When conflict arises, I try to remain neutral or stay out of it. By remaining neutral, I rarely get stirred up. My humor is seen by others as rather pointless. I put out enough effort to get by.

1.9 ____b. I place high value on maintaining good relations. I prefer to accept opinions, attitudes, and ideas of others rather than to push my own. I try to avoid generating conflict, but when it does appear, I try to soothe feelings and to keep people together. Because of the disturbance tensions can produce, I react in a warm and friendly way. My humor aims at maintaining friendly relations or when strains do arise, it shifts attention away from the serious side. I rarely lead but extend help.

5.5 ____c. I search for workable, even though not perfect, decisions. When ideas, opinions, or attitudes different from my own appear, I initiate middle ground positions. When conflict arises, I try to be fair but firm and to get an equitable solution. Under tension, I feel unsure which way to turn or shift to avoid further pressure. My humor sells myself or a position. I seek to maintain a good steady pace.

9.1 ____d. I place high value on making decisions that stick. I stand up for my ideas, opinions, and attitudes, even though it sometimes results in stepping on toes. When conflict arises, I try to cut it off or to win my position. When things are not going right, I defend, resist or come back with counter arguments. My humor is hard hitting. I drive myself and others.

9.9 ____e. I place high value on getting sound creative decisions that result in understanding and agreement. I listen for and seek out ideas, opinions, and attitudes different from my own. I have clear convictions but respond to sound ideas by changing my mind. When conflict arises, I try to identify reasons for it and to resolve underlying causes. When aroused, I contain myself, though my impatience is visible. My humor fits the situation and gives perspective; I retain a sense of humor even under pressure. I exert vigorous effort and others join in.

SELF ASSESSMENT OF KEY MANAGERIAL STYLES

ELEMENTS

Consider all of the "1" statements (i.e., a1, b1, c1, d1, e1) and select from them the one which best describes you. Do the same for all "2" elements (a2, b2, c2, d2, e2) circling the one which typifies you. Follow the same procedure for the "3," "4," "5," and "6" elements.

Element 1: Decisions

a1. I accept decisions of others
b1. I place high value on maintaining good relations
c1. I search for workable, even though not perfect, decisions
d1. I place high value on making decisions that stick
e1. I place high value on getting sound creative decisions that result in understanding and agreement

Element 2: Convictions

a2. I go along with opinions, attitudes, and ideas of others or avoid taking sides
b2. I prefer to accept opinions, attitudes, and ideas of others rather than to push my own
c2. When ideas, opinions, or attitudes different from my own appear, I initiate middle ground positions
d2. I stand up for my ideas, opinions, and attitudes, even though it sometimes results in stepping on toes
e2. I listen for and seek out ideas, opinions, and attitudes different from my own. I have clear convictions but respond to sound ideas by changing my mind

Element 3: Conflict

a3. When conflict arises, I try to remain neutral or stay out of it
b3. I try to avoid generating conflict, but when it does appear, I try to soothe feelings and to keep people together
c3. When conflict arises, I try to be fair but firm and to get an equitable solution
d3. When conflict arises, I try to cut it off or to win my position
e3. When conflict arises, I try to identify reasons for it and to resolve underlying causes

Element 4: Emotions (Temper)

a4. By remaining neutral, I rarely get stirred up
b4. Because of the disturbance tensions can produce, I react in a warm and friendly way
c4. Under tension, I feel unsure which way to turn or shift to avoid further pressure
d4. When things are not going right, I defend, resist or come back with counter arguments
e4. When aroused, I contain myself, though my impatience is visible

SELF ASSESSMENT OF KEY MANAGERIAL SKILLS

Element 5: Humor

a5. My humor is seen by others as rather pointless
b5. My humor aims at maintaining friendly relations or when strains do arise, it shifts attention away from the serious side
c5. My humor sells myself or a position
d5. My humor is hard hitting
e5. My humor fits the situation and gives perspective; I retain a sense of humor even under pressure

Element 6: Effort

a6. I put out enough effort to get by
b6. I rarely lead but extend help
c6. I seek to maintain a good steady pace
d6. I drive myself and others
e6. I exert vigorious effort and others join in

FROM: The Managerial Grid: An Exploration of Key Managerial Orientations. Austin, Tex.: Scientific Methods, Inc., 1962.

Moon Tent Game Materials

Instructions to Managers

1. Recruit 3 workers as your production force.
2. Find and set up a suitable facility for producing your goods.
3. Train your workers to build the product.
4. Set production goals, estimate the resources needed to build product.
5. Decide on a production methodology - i.e. assign functions and set procedures, such as: Resource acquisitions, Production, Quality control.
6. Energize your work force to do its best.
7. Set performance standards, evaluate results, take corrective action where necessary, reward workers.
8. After the production run is over, promote one of your workers to Assistant Manager job for next round.
9. Teach the new manager how to do the new job.

This exercise is a modification of a game developed by George Litwin and James Ciarlo.

The game proceeds in the following manner. The Achievement Game is played in groups. Following the game, group members should discuss their performance together. On the next page there will be a product description giving you material costs, selling price, construction instructions and typical assembly times. After inspecting this data and building one model, you will be asked to make a *tentative decision* about how many of these products you can make in a *six-minute* production period.

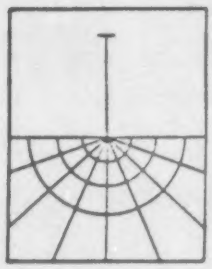
When you have learned how to build the product you must make an initial estimate of the number you can build in six minutes. You then get a timed practice trial to give you a clear idea of how fast you can build the product. With this new information you will be allowed to revise your tentative goal choice. There is, however, a cost for revisions at this point that will reduce your profits from what they would have been if the first decision had been an accurate one.

Following this final goal choice comes the six-minute production period during which you build as many units as you can. Products of acceptable quality can then be sold at the indicated selling price. Total sales minus material costs and goal modification cost equals your profit (or loss) on the round. The degree to which you did not over- or under-order materials indicates how successful you were in assessing your ability and using the manual dexterity resources that you have.

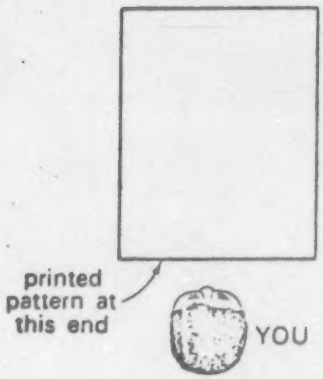
Directions for Making the Moon Tent

The following are directions for making a Moon Tent. For each step there is a picture showing you what to do and another picture showing how it should then look. Check this before going on to the next step. There are fourteen steps.

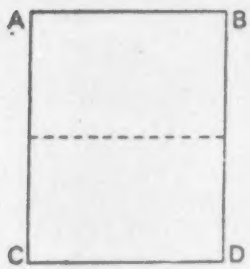
1. You should have a piece of paper that is blank on one side and looks like this on the other side:



2. Turn the paper over so that the *blank side* is facing up and the pattern is nearest you.



3. Fold AB to CD.



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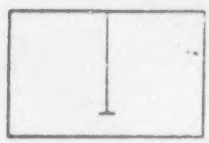
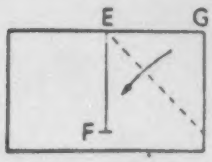
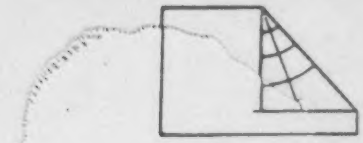


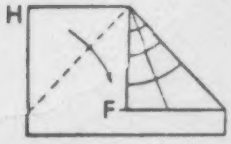
4. Fold G to F.



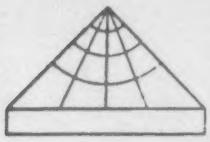
It should now look like this:



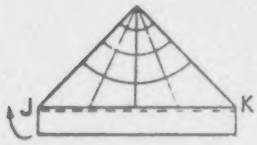
5. Bend down H to F.



It should now look like this:

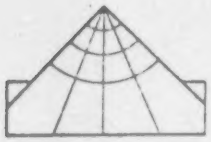


6. Fold one layer of paper (up direction) along JK.

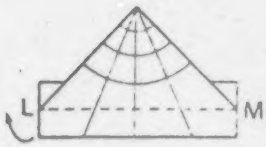


It should now look like this:

7. Turn the moon tent over to the other side. It should now look like this:



8. Fold (up direction) along LM.



It should now look like this:

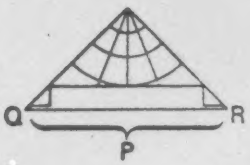
9. Tuck section N (just the top layer of paper) back around the edge of the tent, so it is between the back of the tent and the back layer of paper.

Fold section O (back piece) towards you over the edge of the tend, and press flat.

It should now look like this:

10. Do the same thing to the *left end.* (Do not turn over) It should look like this:

11. Pick up the tent and hold in hands with open side (P) down.
Open up P with your fingers and keep pulling it apart until the points of Q and R meet.



Turn the paper so Q is facing up and R is underneath. It should look like this:

12. Fold up Q along ST.

It should now look like this:

13. Turn over so that R is facing up.
    Fold up on UV.

It should now look like this:

14. Open up W and stand up your moon tent!

    For "quality control" make sure Q & R stay up along the tent.

Passes Quality Control →

Not Good ⟶

Quality Control Points for the Moon Tent

1. The top of the tent must come to a point.
2. The printing must be on the outside of the tent.
3. The turned-up points at the base of the tent must lie flat against the tent sides.

Steps in Moon Tent Achievement Game

Following is a table of cost and profit information for the Moon Tent as well as typical assembly times for one unit.

1. *Cost and Profit Information for the Moon Tent*

Number of Sets Purchased	*Total Costs*	*Total Selling Price*	*Total Profit*
3	$147,900	$150,000	$ 2,100
4	195,000	200,000	5,000
5	240,000	250,000	10,000
6	279,900	300,000	20,100
7	319,900	350,000	30,100
8	360,000	400,000	40,000
9	400,000	450,000	50,000
10	440,000	500,000	60,000
11	474,000	550,000	76,000
12	519,600	600,000	80,400
13	559,650	650,000	90,350
14	599,900	700,000	100,100

2. *Assembly Times for One Moon Tent*

This table gives assembly times for one Moon Tent based on the actual performance of people like yourselves who played the Achievement Game.

A Fast Assembly Time (Top 10%)	30–40 seconds
An Average Assembly Time	40–50 seconds
A Slow Assembly Time (Low 10%)	over 50 seconds

3. *Tentative Decision*

After building your model and inspecting the information given, make a tentative decision about the number of units you wish to buy for production in a six-minute period. Record the number here _____.

4. *Final Decision and Production*

Now that you have made your tentative production decision, prepare for a timed practice trial. Once again, study the construction instructions and build another model for practice. When you are ready, take a timed practice assembly and record the construction time here _____. (Groups should complete the timed practice trial together.)

5. *Profit Reduction Resulting from Change of Decision*

Having taken the time trial, you may wish to change your decision about the number of space tents you can produce in six minutes. Production decision changes invariably cost money. The following table tells how much this change will cost.

Change	*Profit Reduction*
1 more or 1 less	$1,500
2 more or 2 less	2,500
3 more or 3 less	3,600
4 more or 4 less	4,800
5 more or 5 less	6,100
6 more or 6 less	7,500

6. *Production Decision*

After making your final decision, record here the number of sets you decided to produce _____.

7. *Maximum Potential Profit*

Your maximum potential profit can be computed in the following manner:

a. From the information provided in the cost/profit table (Step 1), you can determine the profit associated with reaching your *final* production decision (Step 6). Enter that total profit here:

a = _____

b. If your *final* production decision (Step 6), is *different* from your *tentative* production decision (Step 3), you must subtract from the profit entered in (a) the correct profit reduction indicated in the table provided in Step 5. Enter that amount here:

b = _____

c. Enter your maximum potential profit here, subtract (b) from (a):

c = _____

Production of the moon tent: You now have *six minutes* to produce the number of Moon Tents for which you purchased materials. Only units that are of *perfect quality* (i.e., identical to the model you build initially) will be accepted for sale.

If you are working in a group, the leader will time the production phase and give specific quality control instructions.

8. *Inspection*

Carefully inspect the units you have produced for quality and record the acceptable number of completed products here: _____. (If you are working in a group, wait for the leader to inspect your products.

9. *Actual Profit Earned*

To determine the actual amount of your *net profit* (or loss, if negative):

a. Enter here the total selling price (see table in Step 1) for the number of products of satisfactory quality you have completed:

a = _____

Note: You cannot sell *more* products than your final production decision (*Step 6*).

b. Enter here the *total costs* (Step 1) for the *final* number of products you decided to produce (Step 6):

b = _____

c. If your *final* production decision (Step 6) was different from your *tentative* production decision (Step 3), enter here the correct profit reduction indicated in the table provided in Step 5:

c = _____

d. Your actual net profit or loss can then be computed in the following manner:

Net profit or loss = a – (b+c) = _____

10. *Possible Profit Ratio*

Your percentage of possible profit earned is the ratio between *net profit* (9d) and maximum potential profit (7c). Enter that ratio here:

_____

Discussion

MOON TENT PHASE

1. How involved were you in the game? Did your involvement reflect your real life typical involvement?"

2. How were your goals set? Who decided? How do you feel about goal setting process?

3. Did you change your first goal? If so, what caused you to do so?

4. Were you under stress during the production run? Did setting goals increase or decrease the stress level? Did the manager add to or decrease the stress level?

5. Did you achieve your goal? If not, what was the obstacle; was it in the workers, the manager or the situation?

6. What do you think are the functions of the manager? Discuss the manager's style (e.g. democratic, authoritarian, supportive, etc.).

7. Can you suggest any changes to improve performance?

Instructions to Newly Promoted Assistant Managers

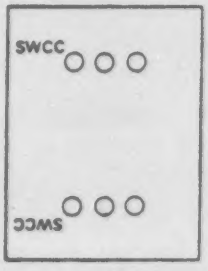
1. Moon Tents, Inc. has just been bought out by Shallow Water Cargo Carriers. Your first job is to inform the old manager that he or she has been demoted. Assign the old manager to another job. You are now the manager.

2. Organize your work force to produce Shallow Water Cargo Carriers the way you think best, instructions on the attached sheet.

Directions for Making the Shallow-Water Cargo Carrier

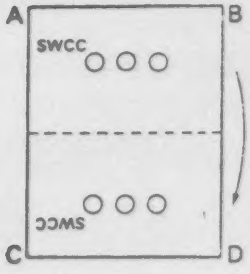
These are directions for making a Shallow-Water Cargo Carrier. The first nine steps are the same as for the Moon Tent. For each step there is a picture showing what to do, and another picture showing what it should then look like. There are fourteen steps.

1. Hold the sheet of paper so the printing on it is facing up, the letters SWCC nearest you are upside down (ↃↃMS) .

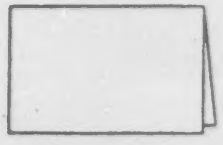


It should look like this:

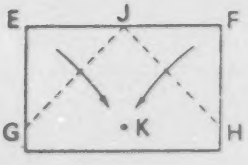
2. Fold AB to CD.



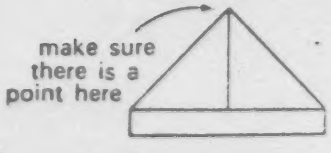
It should now look like this:



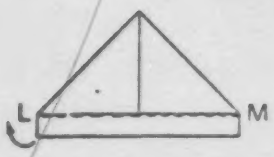
3. Fold in along JG and JH so that E and F meet at point K.



It should now look like this:



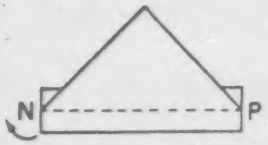
4. Fold *one layer* of paper (up direction) along LM.



It should now look like this:

5. Turn your Shallow-Water Cargo Carrier over to the other side. It should look like this.

6. Fold (up direction) along NP



It should look like this:

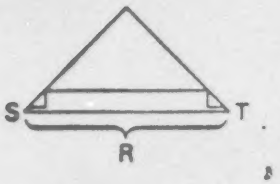
7. Tuck Section O (just the top layer of paper) back around the edge of the carrier, so it is between the back of the carrier and the back layer of paper.

Fold section O (back piece) towards you over the edge of the carrier and press flat.

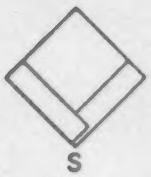
It should now look like this:

8. Do the same thing to the left end
(*don't turn it over*)
It should now look like this:

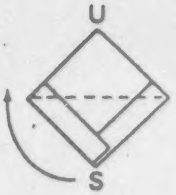
9. Pick up the Shallow-Water Cargo Carrier and hold it in hands with the open side (R) down. Open up R with your fingers and keep pulling it apart until the points S and T meet.



Turn the paper so S is facing up and T is underneath. It should now look like this:

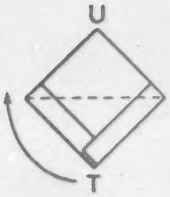


10. Fold up S to U.



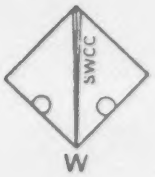
It should now look like this:

11. Turn over so T is facing up (side without printing on it). Fold up T to U.

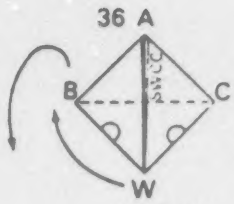


It should now look like this:

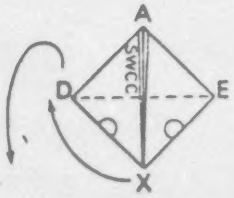
12. Pick up the Carrier and hold in hands, with the open side, V, down. Open V with your fingers and keep pulling it apart until the points W and X meet. Turn the paper so W is facing up and X is underneath. It should look like the diagram shown here.



13. Fold W to A and then *bring W back down* again to its original position. There should now be a crease at BC.

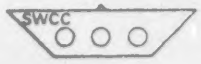


Turn over so X is facing up. Fold X to A and then *bring X down* again to its original position. There should now be a crease at DE.

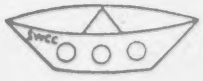


Grab Y (front *and* back at the left top point) with left hand, and Z (front and back at the top right point) with right hand and pull apart as far as it will go.

It should now look like this:



14. Stand it up. You have finished making your Shallow-Water Cargo Carrier!



Quality Control Points for the Shallow-Water Cargo Carrier

1. The lettering SWCC must appear on the outside of the boat.
2. The middle point must be a point, not a curve.
3. The middle point must come even with or above the sides of the boat.

Steps in Cargo Carrier Achievement Game

Following is a table of cost and profit information for the SWCC as well as typical assembly times for one unit.

1. *Cost and Profit Information for Shallow-Water Cargo Carrier*

Number of Sets Purchased	*Total Costs*	*Total Selling Price*	*Total Profit*
3	$267,000	$ 270,000	$ 3,000
4	352,000	360,000	8,000
5	420,000	450,000	30,000
6	450,000	540,000	90,000
7	483,000	630,000	147,000
8	512,000	720,000	208,000
9	540,000	810,000	270,000
10	570,000	900,000	330,000
11	605,000	990,000	385,000
12	636,000	1,080,000	444,000
13	663,000	1,170,000	507,000
14	700,000	1,260,000	560,000

2. *Assembly Times for One SWCC*

This table gives assembly times for one SWCC based on the actual performance of people like yourself who played the Achievement Game.

A Fast Assembly Time (Top 10%)	35–45 seconds
An Average Assembly Time	45–55 seconds
A Slow Assembly Time (Low 10%)	over 55 seconds

3. *Tentative Decision*

After building your model and inspecting the information given, make a tentative decision about the number of units you wish to buy for production in a six-minute period. Record that number here _____.

4. *Final Decision and Production*

Now that you have made your tentative production decision, prepare for a timed practice trial. Once again, study the construction instructions and build another model for practice. When you are ready, take a timed practice assembly and record the construction time here _____. (Groups should complete the timed practice trial together.)

5. *Profit Reduction Resulting from Change of Decision*

Having taken the time trial, you may wish to change your decision about the number of SWCCs you can produce in six minutes. Production decision changes invariably cost money. This table tells how much this change will cost.

Change	*Profit Reduction*
1 more or 1 less	$12,000
2 more or 2 less	19,000
3 more or 3 less	27,000
4 more or 4 less	36,000
5 more or 5 less	46,000
6 more or 6 less	57,000

6. *Production Decision*

After making your final decision, record here the number of sets you decided to produce:

_____

7. *Maximum Potential Profit*

Your maximum potential profit can be computed in the following manner:

a. From the information provided in the cost/profit table (Step 1), you can determine the profit associated with reaching your *final* production decision (Step 6). Enter that total profit here:

a = _____

b. If your *final* production decision (Step 6), is *different* from your *tentative* production decision (Step 3), you must *subtract* from the profit entered in (a) the correct profit reduction indicated in the table provided in Step 5. Enter that amount here:

b = _____

c. Enter your maximum potential profit here, subtract (b) from (a):

c = _____

Production of the shallow-water cargo carrier: You now have *six minutes* to produce the number of SWCCs for which you purchased materials. Only units that are of *perfect quality* (i.e., identical to the model you build initially) will be accepted for sale.

If you are working in a group, the leader will time the production phase and give specific quality control instructions.

8. *Post Production*

Carefully inspect the units you have produced for quality and record the acceptable number of completed products here: _____. (If you are working in a group, wait for the leader to inspect your products.)

9. *Actual Profit Earned*

To determine the actual amount of your *net profit* (or loss, if negative):

a. Enter here the total selling price (see table in Step 1) for the number of products of satisfactory quality you have completed:

a = _____

Note: You cannot sell more products than your final production decision (Step 6).

b. Enter here the *total costs* (Step 1) for the *final* number of products you decided to produce (Step 6):

b = _____

c. If your *final* production decision (Step 6) was different from your *tentative* production decision (Step 3), enter here the correct profit reduction as indicated in the table provided in Step 5:

c = _____

d. Your actual net profit or loss can then be computed in the following manner:

Net profit or loss = a − (b + c) = _____

10. *Possible Profit Ratio*

Your percentage of possible profit earned is the ratio between net profit

(9 d) and maximum potential profit (7 c). Enter that ratio here: _____

S.W.C.C. Achievement Game Analysis—Phase Two

1. If you finished the number you chose to make, how many more do you think you might have made in the time allotted? _____

2. If you failed to reach your goal, state why. Were you surprised by your performance?

3. What factors in the situation did you weigh differently this time from the first time? Why?

_____ Payoff schedule
_____ Your dexterity
_____ Estimated times in the book.
_____ The effect of stress
_____ Your relative position in the group
_____ The performance of others

4. Would you call your goal low, moderate, or high risk?

5. Explain briefly why you chose this goal.

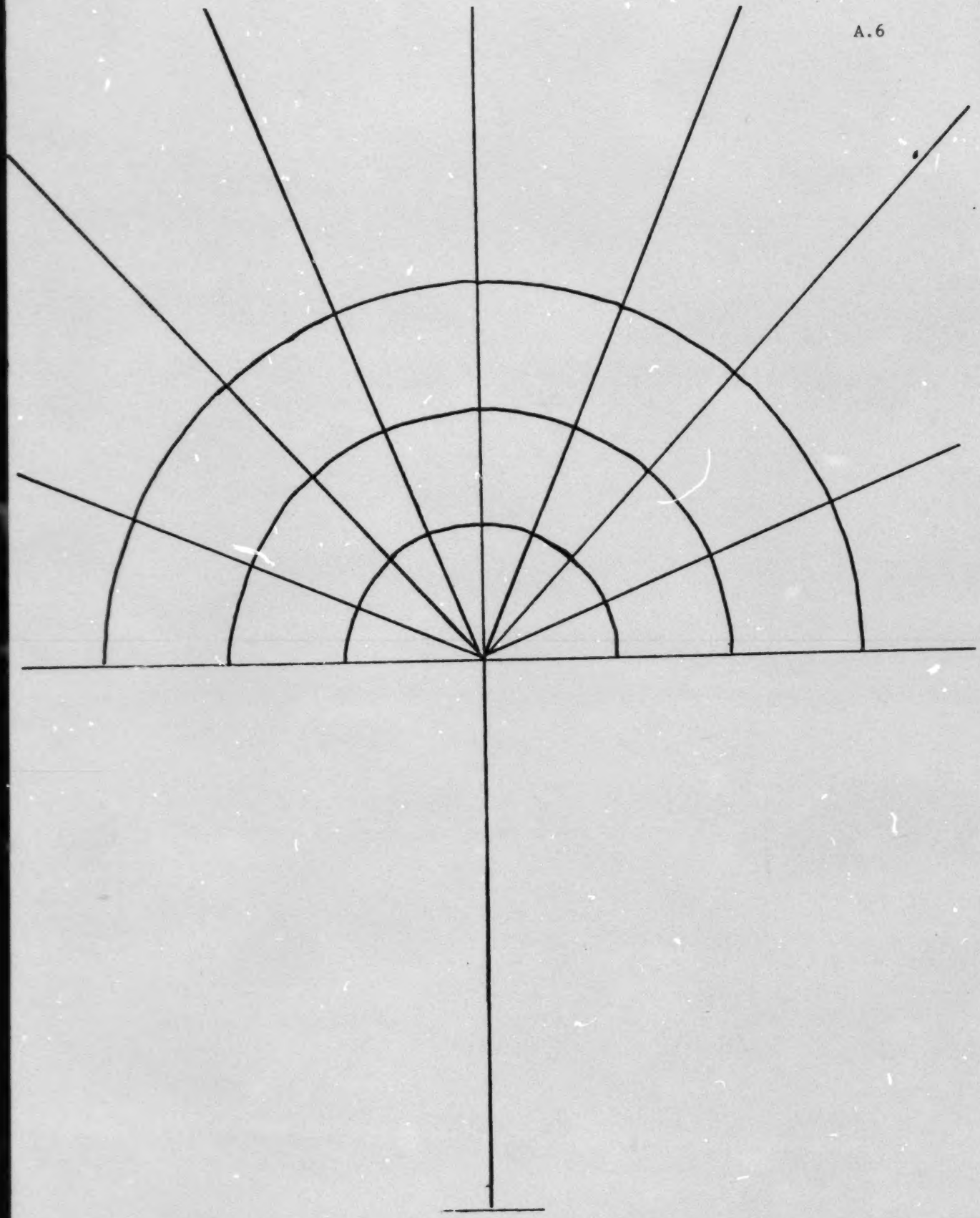
6. Did your performance on the first round influence your goal on the second round? How?

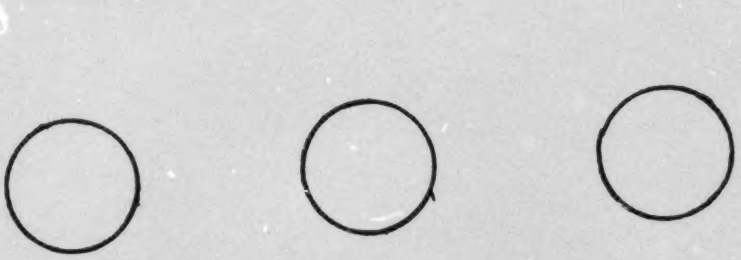
7. In life situations, do you find yourself setting goals for yourself that are high risk? Low risk? Moderate risk? Do you use feedback? Give examples.

6. Discussion of Achievement Game (Time: 30 Minutes)

Now that you have played the game, go over the data you generated and discuss in the group. Start with your actual behavior in the game.

1. Why did you set the goals you did?
2. Did you use feedback? What were its sources?
3. Were you aware of the bids of others when making your own?
4. How did you define the objective of the game? Beating the rest of the group? Competing with your own goals? Making a lot of marginal quality products or a few high quality products?




SWCC

SWCC

APPENDIX A.7

Module 4 References

Campbell, D. T. and Stanley, J. C. Experimental and Quasi-Experimental Designs for Research. Chicago: Rand McNally, 1963.

Kiresuk, T. J. "Goal Attainment Scaling at a Community Mental Health Center," Evaluation, Special Monograph #1, 1973.

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Ehrle, R. "Performance Contracting for Human Services," Personnel and Guidance Journal, Vol. 49, #2, October, 1970.

Module 4 Instructor's Aid

1st Class: Research concept

Resources:

A particularly complete annotated bibliography of evaluation writings is contained in People, Evaluation and Achievement by George Nixon, Gulf Publishing, Houston, Texas, 1973 (pp. 171-181). Other resources to be used as handouts for this class are listed above. The charts from Campbell and Stanley (pp. 6 and 40) are especially pithy in summarizing strengths and weakness of research designs.

Case Studies:

These may be invented to suit the interests of the group and the experience of the instructor. Cases may include manpower programs, vocational education, counseling programs and any number of human services. The important thing is that significant evaluation variables and strategies are discussed by the small groups and shared in a general discussion.

Outline:

For lecture on research and evaluation concepts. Note: This reflects the instructor's preference for the use of rigorous research methods as a basis for a program evaluation.

1.0 Philosophical roots

- 1.1 Empiricism
- 1.2 Rationalism

2.0 Basic concepts

- 2.1 Induction
- 2.2 Deduction
- 2.3 Relationships

3.0 Types of research

- 3.1 Historical
- 3.2 Descriptive
  - 3.21 Analytical
  - 3.22 Developmental
  - 3.23 Predictive
  - 3.24 Survey
  - 3.25 Critique of descriptive research
- 3.3 Experimental research
  - 3.31 Independent and dependent variables

3.32 Controls
3.33 Sampling
3.34 Statistical significance
3.35 Hypotheses
3.36 Sources of invalidity
3.37 Type I and Type II errors
3.38 Power
3.39 Research Designs

This lecture-discussion is followed by a quiz, which can be used to illustrate many of the concepts. The class may be divided into two groups, one which hears the lecture; the other group reads a paper covering the same material. Group scores are compared; strategy discussed and statistical analysis performed.

2nd Class: Evaluation of programs and individuals

Lecturette:

This class begins with a review of a systems approach to evaluation a la Nixon (George, that is), chapter three, emphasizing goals and objectives, specificity, measurability, and feedback in evaluation. Then additional concepts including criteria for good program evaluation are covered after Mullen and Dumpson, Chapter one. (Evaluation of Social Intervention, San Francisco: Jossey-Bass, 1972.) These concepts are then applied to the evaluation system used in this course and discussed by the students.

Handouts:

1. Stufflebeam's Context, Input, Process, Product (CIPP) evaluation model is a reprint from Educational Technology, June 30, 1968, "Toward a Science of Educational Evaluation."

2. A review of systems principles with regard to program evaluation is contained in an excellent article by Anderson, D. A. and Flores, T. R., in Educational Technology, June, 1973. Reprints of this and the Stufflebeam article may be obtained from Educational Technology Magazine, Englewood Cliffs, New Jersey 07632.

3. Walker's manpower program evaluation model is from this instructor's own files and does not appear to be copywrited. The author may be contacted through Evaluation below.

4. Goal Attainment Scaling is from an article by Kiresuk, T. in Evaluation, Special Monograph #1, 1973. Copies of the Monograph and future issues of Evaluation (which is free!) may be obtained by writing: Evaluation, 501 South Park Avenue, Minneapolis, Minn. 55415, or call (612) 348-7812.

5. Behavior Contracts are discussed by Paul Leung, "The Use of Behavior Contracts in Employability Development Planning" in The Journal of Employment Counseling, Vol. 11, No. 4, December,

1974 and by Ray Ehrle, "Performance Contracting for Human Services" in the Personnel and Guidance Journal, Vol. 49, No. 2, October, 1970. Reprints of both articles are available through APGA, 1607 New Hampshire Avenue, N.W., Washington, D. C. 20009.

APPENDIX A.8

Module 5 References

Alinski, S. Rules for Radicals. New York: Random House, 1971.

Argyris, C. Integrating the Individual and the Organization. New York: Wiley, 1964.

Bennis, W. Changing Organizations. New York: McGraw-Hill, 1966.

Bennis, W. (ed.) American Bureaucracy. Chicago: Aldine, 1970.

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Gross, N., Giaquinta, J. and Bernstein, M. Implementing Organizational Innovations. New York: Basic Books, 1971.

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Wilensky, H. L. Organizational Intelligence. New York: Basic Books, 1973.

Young, M. The Rise of the Meritocracy. New York: Random House, 1959.

Module 5 Instructor's Aid

1st Class: The Nature of Bureaucratic Organization

Materials:

The Value Questionnaire is a simple device designed to measure one's agreement with the five essential characteristics of a bureaucracy (attached). The answers indicated show agreement with bureaucratic practice.

The comparison of bureaucratic organization with dimensions of human maturity is derived from Argyris, Integrating the Individual and the Organization, (New York: Wiley, 1964). A chart can be drawn illustrating this:

Bureaucratic Values emphasize:	Human Maturity Values emphasize:
1. Impersonal relationships	Intense interpersonal relationships
2. Codified rules of conduct	Creative and spontaneous behavior
3. Selection and promotion by merit (competition)	Cooperation with others
4. Hierarchy of authority	Equalitarian world view
5. Job specialization	Multipotentiality and variety in work

Film:

"The Castle" may be difficult to obtain. Contact MacMillan Audio Brandon, 8400 Brookfield Avenue, Brookfield, Illinois, telephone (312) 485-3925. As a substitute activity, cases from Overcoming Mismanagement in the Human Service Professions (Weissman, H., San Francisco: Jossey-Bass, 1973) may be presented as scenarios for organizational change. The book is built around nine instructive case histories detailing the efforts of Human Service professionals to deal with problems of budgets, excessive caseloads, inept supervision and such in human service agencies. Lessons for prospective agents of change in bureaucracies abound!

2nd Class: The Microsociety experience

This exercise dramatically explores the influence of race, social class, and bureaucratic institutions on individuals in society.

Objective: To make the best collage one can of materials bought during the exercise.

Time limit: Usually two hours.

Roles: Nine participants are selected for special roles.

1. Loan officer: whose job it is to lend money to participants at high interest rates. (Lend 10¢ for 15 minutes, collect 15¢.) Keeps records of money loaned and calls police to arrest "deadbeats."

2. Storekeepers (2): Sell materials (tag board, pictures, ornaments, ribbon, glue, etc.) to public who must make collages. Materials are priced at 2¢ to 5¢ an item.

3. Judge: Hears cases, evaluates guilt or innocence, sentences prisoners. Has strong "law-and-order" attitude.

4. Policeman: Arrests lawbreakers (thieves) and hauls before judge. Accompanies to jail.

5. Jailer: Sees to confinement of prisoners. Keeps records of length of sentences. Quells riots.

6. Welfare worker: Takes applications for welfare grants, asks personal questions to determine eligibility, recommends grants of up to 3¢ (after specified waiting periods of 20, 30 or 60 minutes).

7. Employment Service Interviewer: Takes job orders, and job applications, matches these.

8. Legal Aid Lawyer: Pleads cases of those arrested.

9. Everyone else: Receives poker chip money from 20¢ to 0¢ and ethnic designation (Black, Brown, Red, White). With the money, they are to purchase materials with which to make their collage. Money is distributed so that there are a few rich, more middle class and as many or more poor. The proportions may vary with different results. Many poor results in a breakdown of law, with chaotic action. Too many rich results in a placid collage making contest with a few troublemakers.

Conclusion: At the end, the group discusses their perceptions of the experience with the instructor who may act as observer - god. Collages are judged and discussed at this point, too.

Materials needed:

1. Black, Brown, Red and White armbands to signify race. (Try to keep representative balance, and give as many as possible new racial identity.

2. 500 poker chips for money.

3. Signs to identify the Welfare Office, Court, Jail, Employment Office, Loan Company, Legal Aid and Store.

4. A badge for the policeman and the jailer, a gavel for the judge.

5. A large, open room with tables and chairs for the offices, and work space for the collage makers.

VALUE QUESTIONNAIRE

1. Job specialization is desirable in a large agency.

2. Most important is what function an employee serves in an agency, rather than what he represents as an individual.

3. The best way to get a job done is to arrange workers in a hierarchy of authority.

4. Getting to know people personally and intimately in an organization hinders working relationships.

5. Competition between employees is a good thing.

6. Work procedures ought to be spelled out in every detail.

7. The best printed report forms are those which allow you to report by simply checking the proper alternative.

8. The number of transactions an employee does is the most important index of his worth to the agency.

9. A "smooth running operation" where there is little dissent or discussion is best for the agency.

10. The best boss is one who figures the proper way to do things and then gives the orders to his workers who carry them out.

APPENDIX A.9

Module 6 References

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Roe, A. "Community Resources Centers," American Psychologist, 1970, 25, 1033-1040.

Schulberg, H. "The Challenge of Human Service Programs for Psychologists," American Psychologist, 1972, 27, 566-573.

Module 6 Instructor's Aid

1st Class: Crisis Intervention

Guest Speaker:

This should be a practicing professional from a human service agency, such as a Suicide-Prevention Center or drug abuse program. A tape recording of an actual case lends interest to the presentation. Otherwise a film from a standard source on crisis intervention, alcoholism, drug abuse or suicide prevention may be substituted as suits the occasion. The cassette Training Volunteers for Telephone Crisis Intervention (APGA) is useful. Gerald Caplan's model of crisis intervention is employed as described in The Helping Relationship, Brammer, L. M. Englewood Cliffs, New Jersey: Prentice Hall, 1973.

2nd Class: Prevention

This class is organized around the student activity of designing a program to prevent human problems in one of several areas, according to interest. Materials used in modules 1, 2, 3 and 4 are brought to bear on this assignment. These proposals are juried by students and discussed in class.